This seminar course focuses on the Hellenistic rulers of Egypt – the Ptolemaic dynasty – and more particularly on the strong women of this royal house. The most famous of the Cleopatras was Cleopatra VII, but her various ancestors were no less fascinating and formidable. More generally, the course will examine several themes, such as the construction of monarchy in the Hellenistic period, the family dynamics of royalty, the evolving role of queens, and the Ptolemaic dynasty’s relations with the Mediterranean world.

| Instructor       | Professor Sheila Ager, ML 225, x32943.  
|                 | sager@uwaterloo.ca.  
|                 | Office hours: 2:30-3:30, M; 10:30-11:30 W.  
| Term/Time       | Fall 2017; 11:30-2:20, T.  
|                 | AL 209.  
|                 | Sheila Ager. 2017. Primary Sources on the Cleopatras of the Ptolemaic Dynasty. To be distributed.  
| Readings         | **Required**  
|                 | Ager 2017.  
|                 | **Recommended**  
|                 | Cambridge Ancient History, 2nd edition (available online)  
|                 | • Volume VII, part 1: 118-74; 412-45  
|                 | • Volume VIII: 338-73.  
|                 | • Volume IX: 258-62; 310-26.  
|                 | • Volume X: 1-69.  
| Assessment       | Conference Paper  
|                 | (25%)  
|                 | Abstract (5%).  
|                 | Paper (content and presentation) (10%).  
|                 | Handout (5%).  
|                 | PPT (5%).  
|                 | Article (30%). Due on 28 November.  
|                 | Participation  
|                 | (15%)  
|                 | General attendance and active participation (10%). Minimum: substantive question/comment in at least three out of the twelve classes (not including the following).  
|                 | Response to conference papers, including one required response (5%).  
|                 | Final Examination (30%).  

**Course Objectives:** The chief objective of this course is to enrich and consolidate the senior student’s academic skills through in-depth study of a particular topic. Historiographical methodology and historical interpretation, critical thinking and analysis, and oral presentation skills will be emphasized. Students will also be made aware of the limits of our knowledge of antiquity; such awareness is crucial in the development of sound and critical judgement.
Test/exam regulations:

Students are encouraged to consult the University examination regulations for information about various rules governing the conduct of midterms and final examinations. Students must offer a documented medical reason for missing a test or exam. Other reasons, such as travel plans, do not constitute a valid reason. It is also vital that students realize their own responsibility in informing the instructor promptly (preferably prior to missing the test/exam, but certainly no more than 48 hours after it).

University Policies on Academic Integrity and Student Discipline and Grievance:

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information].

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/], to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Students are encouraged to check the website “Avoiding Academic Offences”. It is important for students to be aware that one may commit plagiarism inadvertently, through ignorance of appropriate citation methods, so checking this website prior to submitting a paper in any course is to the student’s advantage: http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html.

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Note for Students with Disabilities:

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.
Conference Papers and Articles

Each student in the course is expected to do one “conference paper” and one “article”. **Students must sign up for their conference paper topics by September 22nd**—move quickly if you want a particular topic! The article will be an expanded and contextualized version of the conference paper.

The “conference paper” is essentially a seminar presentation, but in this course, we are going to practice casting these presentations into the format of an academic conference (lucky us: a 12-week long academic conference!). We will go into more depth about how academic conferences work during the course of the term, but these are the general rules: speakers are expected to provide an abstract of their paper ahead of time; speakers have a set amount of time to present their paper—normally this means that the paper should be read, not “talked”; there is also a set amount of time for questions/discussion involving the audience (questions are not normally entertained during the course of the paper); and speakers often (though not invariably) provide a handout that may include the relevant primary sources, a summation of the argument, a bibliography, etc. The parameters for the conference papers in this course will be as follows:

- An abstract (~300 words) is to be distributed to the entire class **one week prior** to the paper presentation.
- The delivered paper is to be **no more than 20 minutes in length**. On average (neither a slow talker nor a fast talker) this works out to be about eight or nine pages, double-spaced, Times New Roman 12-pt (~3000 words). Practice several times ahead of time to ensure that you do not exceed the 20 minutes! **Note:** although citations are not normally part of an oral paper presentation, since you will be graded on this paper, you will need to include citations and a bibliography (endnotes are least distracting for you as you deliver the paper).
- The paper should be accompanied by a handout, **no more than one page, double-sided**. If you will be discussing primary sources, it would be good to have them on the handout, even if they are in the Primary Sources document.
- The paper should be supported by a PPT presentation, content and format to be determined by you in consultation with me.

**Very Important Note!** Since much of the material in this class will be discussed in the context of student presentations, it is vital for everyone to remember that **your fellow-students will be responsible for learning from your presentation and perhaps referencing it on the final examination.** It therefore behooves the presenter to give a clear and concise presentation, and the audience to pay attention to it!

**Second Very Important Note!** Everyone is encouraged to speak up, ask questions, and join the discussion for all the papers. However, each of you will be assigned one of your colleague’s papers where you will be **required** to give a response (question/comment).

Since we are treating the seminar as if it were a professional conference paper, we will follow up by treating the essay as if it were an article for publication that builds on the conference paper. Conference papers are regularly the first step in creating a collection of scholarly papers for publication on a particular theme. The article should be about **4000 words (including footnotes, but not bibliography)**, and should show signs of research beyond what was delivered in the conference paper. It should contextualize the more narrowly focused treatment from the paper, and it should finalize the analysis. **If all goes as planned, we may look at publishing these articles in a special volume of Teiresias, probably in the winter term.**
Conference Paper Titles

Following are the topics for the conference paper presentations. These are all presented as if they are actual conference paper titles, so some further finessing will be necessary (in consultation with me) to sort out the core issues and the direction your analysis should take. Even if some of these titles seem to imply a paper that is a general narrative or a summary of the scholarship, keep in mind that your paper needs to be more pointed than that (this would be the kind of thing you would emphasize in the abstract).

1. Queens and Goddesses: Assimilation and Identification.
2. The Contributions of Cleopatra I to Ptolemaic Queenship.
5. Civil War in Egypt: Mother and Daughter.
6. The Titles and Epithets of Cleopatra III.
7. Euergetism: an Independent Role for Queens?
8. Setting the Stage: the Advent of the Ptolemaic Cleopatras in Seleukid Syria.
10. Egypt and Syria: the Ambitions of Cleopatra IV.
11. Cleopatra Selene: a United Kingdom?
12. The Evidence for Sole Reigns by Seleukid Cleopatras.
13. Cleopatra III Berenike and the Viability of Sole Female Rule.
14. The Mother of Cleopatra VII and Berenike IV’s Co-Regent.
15. The Numismatic Agenda of Cleopatra VII.
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<tr>
<th>Date</th>
<th>Lectures and Paper Presentation(s)</th>
<th>Readings</th>
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<tr>
<td>Sept. 1</td>
<td>Introduction. Sources and Approaches. Adam the Great, the Argead Monarchy, and the Successor Kingdoms.</td>
<td>Whitehorse: chapters 3-6.</td>
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<td><em><strong>Oct. 12</strong></em></td>
<td>Papers 1, 2, &amp; 3. Cleopatra II, Dynastic Struggles, and “Ptolemy VII Neos Philopator”. Note that this class will be held on Thursday October 12th (no class on Tuesday October 10th).</td>
<td>Whitehorse: chapters 7-9.</td>
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<td>Ager: Cleopatra I ‘Syra’; Cleopatra II.</td>
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<td>Ager: Cleopatra II; Cleopatra III.</td>
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<td>Ager: Cleopatra IV; Cleopatra (V) Selene; Cleopatra Thea; Cleopatra Tryphaina.</td>
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<td>Ager: Cleopatra Berenike III.</td>
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<td>Ager: Cleopatra V or VI Tryphaina; [Cleopatra VI Tryphaina].</td>
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<td>Nov. 28</td>
<td>The Legacy of the Hellenistic Queens. Final Thoughts (Yours and Mine) on the Cleopatras and the Question of “Woman Power”.</td>
<td>Whitehorse: chapter 16.</td>
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<td>Ager: Cleopatra Selene of Mauretania.</td>
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