

Advice and Instruction in Classical Antiquity II

5th-6th December 2019, University of Rostock

This workshop aims to explore the linguistic and literary devices employed by ancient authors to advise or instruct their addressees. While instruction, a form of communication dependent on a teacher-pupil relationship, has been widely explored, especially in connection with philosophy (Baier, Manuwald and Zimmermann 2005; Braund 2009; Schafer 2011), the practice of giving advice and its distinction from teaching have not received the same degree of attention. Like a teacher, the advisor is usually in a *superior* position with respect to the addressee because of a claim to expertise in the matter. In contrast, the recipient of advice is not necessarily obliged to follow the suggestions (Ps.-Lib. *char. epist.* 5). Additionally, advice can be easily regarded as a “face-threatening act” (Hall 2009): this is especially the case in the highly competitive aristocratic society of Late Republican Rome. To avoid difficulties, authors could, for example, choose to praise their addressee (Arist. *Rhet.* 1367b35-1368a37; *Rhet. Her.* 3,7; Ps.-Lib. *char. epist.* 92) or adduce *exempla* for imitation (Oppermann 2000).

Although rhetorical strategies for advice and instruction overlap to some degree, scholarship has tended to focus on each phenomenon and genre separately (e.g., Gibson 1997 on didactic poetry and Langslow 2005 on technical prose). The workshop aims to bridge this divide. By considering these two phenomena as part of the same spectrum, it seeks to examine classical texts of advice and instruction, ranging from oratory, letters, treatises and didactic poetry, in order to address and explore the following questions in a more holistic fashion:

- What are the main features of teaching and advisory communication? Which expressions are used to give advice or instructions? How do they differ across the genres?
- What devices are commonly employed to make the suggestions and the teachings plausible (e.g. *exempla*, praise, specific expressions, etc.)?
- How does the advisor/teacher perceive his relationship to the addressee/pupil? How does this perception influence the way in which the suggestions/instructions are presented?
- What effect do literary models have on the teaching and advisory role of the speaker?
- To what extent can we speak about a development of the advisory and teaching motifs across the centuries?

This is the second of two workshops, jointly organised by the Departments of Classics at the University of Manchester and the University of Rostock. The workshops will bring together scholars at all levels from Germany and the UK (from PhDs and early career to established staff) working on advice and instruction in order to create an international research network and to further enhance the existing Erasmus+ cooperation between Rostock and Manchester.

Format: Talks will be either 30 minutes including discussion or 60 minutes including group work and plenary discussion.