This course looks at the city of Athens during what is conventionally called the late Archaic and early Classical periods (c. 550-450 BCE). This period of momentous change in Athenian politics, society, economy and religion shaped the Athens of later periods and provides a great challenge (as well as being an enigma) for historians today. In this course you will be introduced to the variety of evidence that survives from this period (literary, archaeological, art-historical, epigraphic) in order to piece together what happened and why. In 550, Athens was (arguably) a backwater. In 450, it was an imperial power. What factors shaped this change?

Learning outcomes
Upon successful completion of this course, students will be able to:

- understand and use appropriately the specific terminology (names, places, concepts) of archaic and early classical Greek history
- discuss with appropriate methodological awareness conflicting views expressed in modern scholarship
- analyze problems relating to the reconstruction of historical concepts in the ancient world with reference to relevant source material
- critically read and engage with complex academic texts (both ancient sources and modern literature)
- present knowledge, ideas, and analysis orally (in classroom discussion) and in written format

Credits
The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.
Assignments and assessment

1. Participation and discussion in class: 20%
   If you need to miss class for any reason, you should email me.

2. Summaries of weekly readings: 20%
   You will need to do **SIX** summaries, each of **250 words** of one of the weekly readings (not including ancient sources). Starting in week 3, you can choose which 6 you do but it is your responsibility to keep track of how many you have done. These are graded on a complete/incomplete basis. Please upload to Canvas **by 6pm on the day before the class**. The aim is to develop your skills in the comprehension of difficult texts and help you prepare for class discussion by identifying and summarizing complex arguments.

3. Source analysis paper: 20%
   This is a 1-2 page paper in which you will analyze an ancient source. **Due Friday 21 October, 6pm**.

4. Final paper: 40%
   This is an 8-10 page research paper where you perform your own research based on ancient sources and modern scholarship and present your work in an appropriately scholarly fashion (i.e. with references in the Chicago style and with a bibliography). **Due Friday 16 December, 6pm**.

Books
(i) **Herodotus, The Histories**
   Any translation will do; I recommend the Penguin Classics edition.

(ii) Each week I will give you specific direction for readings for class discussion (both ancient sources and scholarly literature). Many of these readings will be available online via the library catalog. In cases where an online text does not exist, these will be posted on Canvas.

Expect to read approx. 50-80 pages per week of core readings. Suggestions will also be given for additional readings which will be useful for written assignments.
### Class schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>7 Sept</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>2</td>
<td>14 Sept</td>
<td>Political culture in the mid-sixth century</td>
<td></td>
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<tr>
<td>3</td>
<td>21 Sept</td>
<td>The end of the tyranny</td>
<td></td>
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<tr>
<td>4</td>
<td>28 Sept</td>
<td>Political tension, democratic revolution</td>
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<tr>
<td>5</td>
<td>5 Oct</td>
<td>Building the Acropolis</td>
<td></td>
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<td>6</td>
<td>12 Oct</td>
<td>The Athenian elite &amp; the symposium</td>
<td></td>
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<tr>
<td>7</td>
<td>19 Oct</td>
<td>Individual meetings</td>
<td>Source analysis paper</td>
</tr>
<tr>
<td>8</td>
<td>26 Oct</td>
<td>The Persians arrive</td>
<td>If you have not done any summaries yet, you have to do one a week from now on</td>
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<tr>
<td>9</td>
<td>2 Nov</td>
<td>The city takes shape</td>
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<tr>
<td>10</td>
<td>9 Nov</td>
<td>Athenian society at the turn of the century</td>
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<tr>
<td>11</td>
<td>16 Nov</td>
<td>Athens after Kleisthenes</td>
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<tr>
<td>12</td>
<td>23 Nov</td>
<td>Thanksgiving</td>
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<tr>
<td>13</td>
<td>30 Nov</td>
<td>The Persian Wars</td>
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<tr>
<td>14</td>
<td>7 Dec</td>
<td>After the Persian Wars</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>14 Dec</td>
<td>Individual meetings</td>
<td>Final paper</td>
</tr>
</tbody>
</table>

### General Bibliography


**Goals of the History Major**

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.