

GREAT WARS OF GREEK ANTIQUITY: FIGHTING FOR FREEDOM, FIGHTING FOR EMPIRE

Historical subject matter and pedagogical objectives

This course studies the great wars of the most prominent Greek city states, Athens and Sparta, first in uneasy alliance and then in opposition. When we name the ‘Persian Wars,’ as such, we betray our chosen identity as ‘heirs of the Greeks,’ ever-ready to glorify the free peoples who resisted all attempts by the Achaemenid Great Kings to reduce them to the status of subjects. Allied with lesser Patriots, intelligent Athenians and courageous Spartans together triumphed over the Barbarian, and thus freedom won, empire lost. So the story goes.

In the turbulent wake of this great victory, these same Athenians imposed an empire of their own over fellow Greeks and rose to new heights, while the Spartans fell back. Then the former allies clashed in what, adopting an Athenian perspective, we call the ‘Archidamian War.’ Pericleans represented themselves as intelligent and courageous, free and powerful. Yet Spartans spoke of the conflict as a war of liberation, waged against a tyrant-city on behalf of enslaved subjects. When Athenians prevailed, empire ‘won’ and such freedom lost.

The imperial Athenians then overreached, launching an ill-fated expedition to distant Sicily and challenging the Spartans even in their Laconian homeland. In the ‘Decelean War’ (yet another telling name, betraying an Athenian perspective) that they so initiated, they were deeply divided and utterly defeated, losing empire and, temporarily, autonomy. After the Spartans with their allies –including Persians!– had triumphed and replaced the Athenians’ democratic institutions with the regime of the Thirty Tyrants, an empire had lost, without freedom having won.

There is a perennial appeal to a history of war and peace, victory and defeat, rise and fall that is also a story opposing East and West, freedom and empire, intelligence and folly. Herodotus begins with an Asian despot who cannot comprehend Athenian wisdom on the superior worth and happiness of free men and the instability of fortune even for the greatest ruler; to learn, he must suffer. Before trailing off, Thucydides narrates the Spartans’ betrayal of their allies and their own principles and the Athenians’ violent acts against nominal allies –and one another.

I hope not to slight the story, as such, but the most reflective students will recognize and reject as overly simplistic those conventional polarities, East/West, empire/freedom, folly/intelligence, war/peace, victory/defeat, rise/fall, and, of course, good/bad. We reconsider the first contrasting masterpieces of Western historical thinking and writing, the works of Herodotus and Thucydides, and use the variously limited materials from antiquity to construct a more disciplined history, writing regularly enough to develop skills, sophistication, and confidence.

One of the paradoxical advantages of Greek antiquity as a field of historical study is that so much testimony has been forever lost and so much of what does survive is easily accessible in reliable translations of a few classic texts that, on question after question, the beginning undergraduate can survey most of the extant evidence and knowingly reconsider what scholarly specialists have done with it. Our historical conclusions, yours and mine alike, must be argued and supported by systematic references to this evidence, critically evaluated. Even our best informants, Herodotus and Thucydides, are all-too-often unreliable on points of fact, silent on crucial questions but contrarily noisy with digressions, story-telling, and speech-making, and, perhaps worst, blinkered by political, social, ethnic, and religious biases. Therefore, this subject matter requires your engagement throughout the semester, not a passivity punctuated by a few bursts of activity.

Texts for purchase in the College Store (classes and the exam alike presume books in hand)

Herodotus. <i>The Histories</i> . Penguin.	ISBN-13 978-01404 49082
Plutarch. <i>The Rise and Fall of Athens</i> . Penguin.	978-01404 41024
Green, Peter. <i>The Greco-Persian Wars</i> . California.	978-05202 03136
Thucydides. <i>History of the Peloponnesian War</i> . Penguin.	978-01404 40393
Aristophanes. <i>The Birds and Other Plays</i> . Penguin.	978-01404 49518
Kagan, Donald. <i>The Peloponnesian War</i> . Penguin.	978-01420 04371
Hacker, Diana. <i>Rules for Writers</i> . Bedford/St. Martin's.	978-03124 52766

The Fine Print for Keen Young Eyes and Sharp Minds that Hold an Edge and Don't Cut Themselves

Attendance Given our short semester and TT schedule, there can be only 24 sessions, including the first day, when we won't have hit our stride, and the last, when we will be gasping for breath. But I expect to complete the course, prepared on the scheduled topic, armed with the assigned texts, and ready to run a smart race against the darkness of ignorance, the evils of prejudice, and the deadliness of indifference. Noble John. I expect to see you here, too, prepared, armed, and ready. Noble you. You need not be quick, but you must be steady. You will limit pedagogical possibilities and may depress group morale if you fail to attend, to bring texts, or to engage actively. I would appreciate advanced notice of foreseeable absences and may penalize unexcused cuts. You're all pretty good, they tell me, but the best are those who can learn the most, not those who already know it all, and even 'the worst' can offer pertinent observations, ask good questions, and make reasonable objections. In an effort to free myself from the constraints of dictation and you from those of stenography, I will distribute weekly class outlines on orange sheets. Although 'oranges' cannot substitute for your own reading and reflection, even sections that we do not cover in class are integral parts of the course. 20% of your course grade will be based on my perception of your effort, shown by performance on any quizzes, participation, conferences, pre-submissions, or completion of more than the minimum number of briefs. An A effort-grade, by definition, requires more than a bare minimum.

Papers, quizzes, and exam There are five papers on specified problems, but they are short enough to be called 'briefs'; they are based primarily on assigned readings, and, wonder of wonders, they are not all required. If you feel no need to show me A-level effort in this course, you may omit any two; if, on the other hand, you do know that successful students at elite schools agree that writing more is the best way to learn more *or* if you are dissatisfied by one or two early grades, it would be smarter to submit four or five. In this case, I will drop the low grade(s) and average the three highest. Yet more wonderfully, while I may quiz you at any point, there is no comprehensive mid-semester; the final exam will be open-book, and even at the very beginning of the course I'm willing to allow you a glimpse of the end: This syllabus ends with a mega-question for an hour-long essay that will comprise half that final. "Look to the end" (Hdt. 1.32)

Documentation Briefs demand historical argument based on problematical evidence; I will look for alertness to source problems and disciplined use of the ancient testimony. You must document your work by specific references to the ancient sources but may do so parenthetically. Passages from the classics are conventionally cited not by pages in any given edition but by canonical divisions of the text into numbered books and ‘chapters’ or, if drama, line numbers, with abbreviations of the author’s name and of the title only when necessary. Footnoting is more cumbersome: The Solon and Croesus story from Herodotus could be cited in a Chicago-style note as **Herodotus, *The Histories*, trans. Aubrey de Sélincourt and ed. John Marincola (London and New York: Penguin Books, 2003), 13-16**. Of course, there was only the one Herodotus and he wrote only the one book, so there is no need to cite its title; “Hdt.” says it all. It is more precise, more economical, and more useful for readers who might have other editions at hand to cite the passage parenthetically before the terminal punctuation of a sentence as **(Hdt. 1.29-33)**. If authorship and work are contextually obvious, it is even simpler **(1.29-33)**. For a quotation, the sequence is this: quoted words, quotation marks, parenthetical citation, period: “Look to the end, no matter what it is you are considering” **(Hdt. 1.32)**. I bold-face parenthetical citations here; you wouldn’t do so in your briefs.

Deadlines I do not accept electronic submissions. Unless you have pre-submitted a draft by noon on the preceding Friday (*see below*), hard copies of briefs are due on Mondays at noon. I do allow a penalty-free grace period that extends until the Tuesday class. Thereafter, I deduct one full grade for further lateness. No briefs accepted for credit after the last day of classes. ESL students and seniors writing theses this semester may request extensions, within reason, expecting me to be reasonable in granting them. Of course, the Health Center or an academic dean may authorize a penalty-free medical or personal extension. Otherwise, I do not extend deadlines for individuals on the basis of competing academic, athletic, or other obligations. *Everyone* has other obligations and less compelling but perhaps more alluring interests. Sophocles taught that ‘Time’ is always watching, always passing, always a limit. You are responsible for managing your own lives and accomplishing what you can within the limited time available.

Pre-submission Professorial commentary on a student’s paper commonly comes only at the moment of evaluation, well after the writer is finished with it. Knowing this, the grader may comment only cursorily and critically, not constructively, and the writer may find the whole process discouraging. In principle, all written work is improvable. If you want my help improving yours, you can get it. This is a ‘History course,’ but along with historical substance I want to encourage care with respect to matters of argument, structure, style, and mechanics. If you pre-submit a draft three full days before it is due, I will return it promptly with comments. This process should allow you to improve the quality of briefs in the course of revisions, but it requires timeliness: Drafts are due on Fridays at noon; I will return them on the following Tuesday; the revised brief, with the annotated draft attached, is due on the following Thursday at class. Only a hardened sinner (not you) could pray for further grace; only a merciful god (not me) would grant it. Peer writing tutors in Ladd can give you more immediate attention Sunday through Thursday evenings.

Grading Course grades in History and the Humanities have been so drastically inflated in the past generation that the A = 4 to F = 0 scale become a virtual A to C, with some 40% of all course grades As, 45-50% Bs, and smaller percentages of lower grades, the lowest tending to represent work effectively left undone rather than work badly done. I’m not sure that you’re any smarter or better-disciplined than your parents were, but I do hope to submit to the Registrar course grades that reflect the current institutional pattern. That said, all work is not good, better, or best in all ways. Not mine, not yours. I would like to be able to signal to you my assessment of what I take to be the mediocre or worse. You ought to know, and I ought to be willing to tell you. I will reward improvement. A last word on grades may be most important: I can try to assess particular pieces of written work both fairly and promptly. I can even try to recognize and reward active engagement. But I would not presume to grade a mind, still less, a person.

20% course grade for prepared attendance, active engagement, perceived effort

See above, page 2, under "Attendance": Let me see what you can do together—and have done apart.

60% course grade for the best three of five briefs on warrior-kings, soldier-statesmen, and clay feet*

*See King Nebuchadnezzar's dream and Daniel's interpretation for 'clay feet' (Dan. 2:31-45).

Cyrus as first Persian Great King, due Monday, Sept. 15, grace to Tuesday, Sept. 16, at class;
pre-submission Friday, Sept. 12, noon.

Demaratus as Spartan King, due Monday, Sept. 29, grace to Tuesday, Sept. 30, at class;
pre-submission Friday, Sept. 26, noon.

Darius and Atossa as Characters, due Monday, Oct. 13, grace to Tuesday, Oct. 14, at class;
pre-submission Friday, Oct. 10, noon.

Pericles as Athenian Soldier-Statesman, due Monday, Nov. 03, grace to Tuesday, Nov. 04, at
class; pre-submission Friday, Oct. 31, noon.

Nicias as Athenian Soldier-Statesman, due Monday, Nov. 17, grace to Tuesday Nov. 18, at class;
pre-submission Friday, Nov. 14, noon.

20% course grade for final exam (unexcused absence = risk of zero-grade failure)

Open-book final (Part One on Hdt. given here; Part Two on Thuc. and Pel. War awaits exam day).

PART ONE The Persian Wars: weekly schedule of readings, classes, briefs**Week #1 Introduction to Herodotus and the Course in Professorial Prospect**

Read Hdt. 1.1-15, 125-27; 9.108-22 (pp. 3-9, 58-59, 598-603).

Assignments in the classics are given in canonical book and chapter numbers, not pages. *The Histories* is the longest book from Greek antiquity, and you can't bolt through it now or later. Read purposefully, selectively, and critically, following the syllabus and the orange class notes. We start with its 'bookends' at the start and finish, looking for the historian's stated intentions and concluding narratives. Beginnings: Herodotus states purposes in his first long sentence (Proem); then come 'Persian' tales of reciprocal rapes, a bit of wisdom on historical process, and the Gyges story; for historiographical principles, see 2.123, 4.195, 7.152. The final anecdotes should probably be read and interpreted together: Xerxes and Maisistes' wife; Xanthippus and Artayctes; Cyrus and Artembares.

09/04 Thurs. Show up, sit up, listen up, and meet a great man, my man Herodotus.

Week #2 Barbarian Kings and the Repetitive Pattern of Successive Reigns – Brief #1 (see p. 5)

Read Hdt. 1.26-216 on Croesus and Cyrus the Great and 3.1-38 and 61-66 on Cambyses. Darius, Cambyses' successor, enters formally at Hdt. 3.70 exits at 7.4; see below, Week #6, for a related writing assignment. Xerxes follows and looms menacingly over Books 7-9.

09/09 Tues. Croesus of Lydia in Story and History: Herodotus' Lessons and Our Discipline

09/11 Thurs. The Great Kings, the Persian Empire, and the Threat as Greeks Remembered It

Documented brief on Cyrus as first Persian Great King: due Monday, Sept. 15,

penalty-free grace period to Tuesday, Sept. 16, at class;
 maximum length 4 pp.; double-spaced, 1.25" margins, 12 pt. font, paginated;
 pre-submission for professorial comments, Friday, Sept. 12, noon.

As Greeks ‘remembered’ the evils of his reign, Cambyses exemplified all that was wrong with kings. Herodotus tells lurid tales of his horrific behavior and then generalizes, condemning monarchy, as such, by putting Greek wisdom into a Persian mouth at 3.80. But the great historian was also broadly cosmopolitan and curious about alien cultures, and he uses the term ‘barbarian’ for the Persians in now-familiar pejorative senses just three times (1.60; 7.35; 9.79). **What about his account of Cyrus, Cambyses’ father and predecessor: Does it reflect admiration, condemnation, both, or neither?**

Week #3 Athenian Tyranny, Democracy, and Empire; the Marathon Campaign

Read Green, *Wars*, xiii-xxiv, 3-46. Tyranny and liberation at Athens: Hdt. 1.59-64; 5.55-78; 6.34-36, 39-41, 103, 121-31. ‘Good order’ and communal virtue at Sparta: Hdt. 1.65-68. Ionian Rebellion and foreign affairs: Hdt. 5.23-38, 49-51, 73-116, 124-26; 6.1-44, 48-49, 87-92; 7.133. Marathon: Hdt. 6.93-136.

09/16 Tues. Checkered Freedoms: Tyranny, Liberation, and Democracy at Athens

09/18 Thurs. The Marathon Campaign, Athenian Factions, Spartan Delays, and ‘Marathon Runs

Week #4 Xerxes’ Invasion, Persian Strategy, Greek Medism, and Thermopylae Myths – Brief #2

Read Green, *Wars*, 46-143; Hdt. 5.39-51, 64-65, 70-75, 90-93; 6.49-84; 7.1-8.25.

09/23 Tues. Persian Decision-Making and Military Strategy in 480 BC; Greek Medism

09/25 Thurs. The Spartan Mirage and the Battle of Thermopylae: “Go tell the Spartans . . .”

Documented brief on the Spartan King Demaratus: due Monday, Sept. 29,

penalty-free grace period to Tuesday, Sept. 30, at class;
 maximum length 4 pp.; double-spaced; 1.25" margins; 12 pt. font; paginated;
 pre-submission for professorial comments, Friday, Sept. 29, noon.

Herodotus makes the deposed and exiled Spartan King Demaratus a wise foil for the foolish Persian Great King Xerxes: In Book Seven, Demaratus is the principal voice of Greek resistance, liberty under the law, and victory-or-death martial heroism (7.101-105, 209, 234-35; cp. 8.65). **How does this square with the same historian’s representation of the same man in Books Five and Six? And how does it fit with your sense of what must have been the historical fact of the matter in 480 BC?**

Week #5 Themistocles' Naval Strategy, the Greeks' Victory at Sea, and Our Ignorance
 Read Green, 143-216; Hdt. 7:139-44, 175, 178-84, 188-95; 8.1-130; 'Themistocles Decree' (handout).

09/30 Tues. Victory at Sea: Their Astonishing Achievements and Our Astonishing Ignorance

10/02 Thurs. The Contested Historicity of 'the Themistocles Decree' (AKA Troezen Inscription)

Week #6 Patriotic Memory of the Great Victory; Hostile Traditions on Themistocles. – **Brief #3**
 Read Aeschylus, *Persians* (handout); Thucydides 1.89-93, 135-38; Aristotle, *Athenian Constitution*, 22-25 (handout); Plutarch *Themistocles* (in *The Rise and Fall of Athens*).

10/07 Tues. *The Persians*: A Proud Athenian Veteran Stages a Show for Fellow Citizens

10/09 Thurs. The Themistocles of Tradition: The Hero Remembered as an Anti-Hero

Documented brief on Darius and Atossa: due Monday, Oct. 13,

penalty-free grace period to Tuesday, Oct. 14, at class;
 maximum length 4 pp.; double-spaced; 1.25" margins; 12 pt. font; paginated;
 pre-submission for professorial comments, Friday, Oct. 10, noon.

Aeschylus prepares the dramatic entrance of the defeated Xerxes by introducing first the warrior-king's anxious mother, Atossa, and then the ghost of his dead father, Darius. Of course, the Athenian tragic poet could have had no direct knowledge of the innermost lives of the Persian rulers, and a Halicarnassian historian gathering materials a generation or more later was even further removed. Yet Herodotus is our primary historical informant on both Darius and Atossa; I will have sketched some aspects of the relevant narrative patterns in Weeks #2 and #3, but you must make your own decisions about what to emphasize in his lengthy account and how to interpret it. **How do the historian's characterizations of the King and Queen and his narrative of their relations with Greeks, especially, differ from those of the dramatist? Can the stories about them that Herodotus later records have already been familiar to the dramatist and his audience in 472 BC? If they were not already familiar, would that affect your assessment of their historicity?**

Week #7 "Look to the end" of this war, as if there were a known and glorious ending

Quiz-like event on the day's reading in lieu of midsemester on the seven weeks.

Read Green, *Wars*, 216-87; Herodotus 5.32; 8.131-9.122; Thucydides 1.94-100, 128-135; Plutarch *Aristides* 11-27 (in *Rise and Fall*).

10/14 Tues. **Quiz.** Spartans, Athenians, and the Battle of Plataea (479 BC).

10/16 Thurs. Give me a Break! OK, take a Break: Fall Recess.

PART TWO The Peloponnesian War

Week #8 War Origins: Complaints and Causes

Read Kagan, *Peloponnesian War*, pp. 1-54; Thucydides 1.1-2.12; 7.18; Aristophanes, *Peace*, pp. 118, 132; Plutarch *Pericles* 29-33; Nicias 9; *Alcibiades* 14 (in *Rise and Fall*).

10/21 Tues. Peloponnesian Origins of the Peloponnesian War

10/23 Thurs. Athenian Origins of the Peloponnesian War

Week #9 Cautious Strategies and Questionable Effectiveness (431-426 BC) – **Brief #4**

Read Kagan, *Peloponnesian War*, 55-122. Review Thuc. 1.70, 79-85, 115-17 (cp. 8.76), 120-24, 139-44. Read excerpts from Aristophanes *Acharnians* (handout); Thuc. 2.7-94 (cp. 8.96); 3.1-2, 15-17, 19, 26, 29-33, 86-116; Plutarch *Pericles* 1-28.

10/28 Tues. Peloponnesians Who Trampled, Cut, and Burned; Apollo Who Struck from Afar

10/30 Thurs. Pericles as a Problematical Hero: Foresight and Hindsight

Documented brief on Pericles' Funeral Oration, due Monday, Nov. 03, grace period to Tuesday, Nov. 04, at class. Maximum length 4 pp.; double-spaced; 1.25" margins; 12 pt. font; paginated. Pre-submission for professorial comments, Friday, Nov. 07, noon.

The Funeral Oration celebrates a powerful city and its citizens, but the critical reader must consider contexts, historical and literary, past and present. Pericles was a politician as well as a soldier-statesman and, presumably, self-serving as well as patriotic; *if* he actually spoke these words, he must have intended them as a defense of war policies that were already controversial after a single campaigning season. Thucydides, too, had a particular identity, however much he preferred a pose of Olympian detachment; *if* he more or less freely composed the grand oratorical set-piece sometime after the nominal speaker's death, he must have had contextual reasons of his own for wanting to honor him as much as the city and the war-dead. Of course, *our* situation conditions *our* reading, as his did, his writing: Do *you* find the rhetoric on a few 'glorious' deaths ironic, coming from an old warrior who had insisted on the necessity of war but wouldn't risk a pitched battle, and hollow, juxtaposed to the terrible narrative of the Plague, with its many ghastly deaths? If so, *your* historical context . . . **Pick one sort of contextual reading; define it and defend it.**

Week #10 The Great Powers, Perceived Interests, and Victors' 'Justice'

Read Kagan, *Peloponnesian War*, 123-194. Spartans: Thuc. 2.2-7, 71-78; 3.20-24, 52-68. Athenians: Thuc. 1.56-65, 115-17; 2.27, 31, 58, 67, 70; 3.2-19, 25-50; 4.120-23, 129-33; 5.32; Plutarch *Pericles* 24-28.

11/04 Tues. Spartans, Thebans, and the Destruction of Plataea and the Plataeans

11/06 Thurs. Athenians and their Treatment of Rebellious Allies at Beginning, Middle, and End

Week #11 A ‘Bad Man’s’ Success and a ‘Good Man’s’ Failure -- **Brief #5**

Read Kagan, *Peloponnesian War*, 195-209. On Cleon as warrior: Thuc. 4.2-45, 120-23; 5.2-11, 16, 32. Aristophanes *Knights* and *Peace*. Plutarch *Pericles*. 33-35. On Nicias: Thuc. 3.51, 91; 4.27, 42-45, 53-57, 117-19, 129-34; 5.13-28; Plutarch *Nicias*.

11/11 Tues. The Pylos Campaign: Demosthenes and Cleon, Chance and Intelligence

11/13 Thurs. The Peace of Nicias: Coming to Terms with Spartans

Documented brief on Nicias’ Peace-Making, due Monday, Nov. 17,

penalty-free grace period to Tuesday, Nov. 18, at class.

Maximum length 4 pp.; double-spaced; 1.25" margins; 12 pt. font; paginated.

Pre-submission for professorial comments, Friday, Nov. 14, noon.

Perhaps those of us who prefer peace to war, on principle, should laud Nicias the peace-maker and fault both Pericles the soldier-statesman and Cleon the belligerent demagogue. Perhaps. Aristophanes, too, much preferred peace but made Nicias a butt in one comedy before heralding ‘his peace’ in another. Thucydides’ preferences aren’t as obvious, but his Pericles and his Hermocrates may speak for him at 2.61 and 4.62; however, after the failed Peace of Nicias, he discounted the man as not having been a true peace-maker (5.16) and ‘his peace’ as not having ended the War (5.25-26). **At the time, in 421 BC, could an intelligent and informed Athenian have considered this Treaty as marking a victory for his people and a defeat for the Spartans and their Peloponnesian allies?**

Week #12 The Sicilian Expedition

Read Kagan, *Peloponnesian War*, 251-324; Thuc. 5.84 through Book 7; Plut. *Alcibiades*.

11/18 Tues. Democracy at Work: Disastrous Decisions and the Blame Game

11/20 Thurs. Campaigning on Sicily: Military Failures and the Final Catastrophe

Week #13 Making Sense of It All and Making Nonsense of It All

Read Thuc. 2.34-46, 59-65; 3:69-85; 4.46-48; 5.84-116; Aristophanes *Birds*.

12/02 Tues. Thucydides as an Unrepentantly Hawkish Imperialist

12/04 Thurs. Aristophanes as an Unhappy Dove in a Land of Hawks

“Look to the end!” Final exam as scheduled by Registrar. Open book and all Blues; no Oranges.

Part One (60 min.; 50%; no drafts or outlines in exam room): **“Croce declared that *all* written history is ‘contemporary history,’ shaped by perspectives and needs of the historian’s own time. Herodotus seems to have written in the 420s BC for Greeks who were caught up in the throes of the Archidamian phase of the Peloponnesian War. At that time and for those audiences (note plural), what would have been the meaning of his history of the heroic resistance of the patriotic Greeks to the Persian invaders?”**

Part Two (also 60 min. and 50%) will consist of shorter essays on less general questions, all based on the materials of the second half of the course (Weeks #8-#13). Good luck to us all.

Brief #1 Guidelines

Herodotus' account of Cyrus as Great King (due Sept. 15, grace Sept. 16); see above, 3- 5.

For this first brief, I will be willing to devote class time to a discussion of my expectations from your briefs, this prescribed topic, the pertinent primary source, and the recommended scholarship. That discussion has to take place on Thursday, September 11, and you have to be willing to initiate. It would be professorial vanity and, perhaps worse, a pedagogical blunder for me to try to tell you then what to tell me a few days later. I might as well go alone to an echo chamber and save us all a lot of work. You might as well get ear plugs and save your hearing. But how much better would it be for you to come on 09/11 only to sit and wait, hoping to be told what to say, if not by me, then by more intelligent, more diligent, or simply more outspoken classmates? Sitting? Waiting? Hoping? Bah! Hard-headed Greeks tended to dismiss 'hope' as mere wishful thinking, a probable sign of impending catastrophe. Come prepared, having read the relevant Herodotus and thought about it in light of the problem posed. Remember his starting point: History is inquiry. Put your informant(s) to the question. And one another and me.

Grading rubric for all briefs

Grading is as much an art as a science; I'm a bit myopic, unfortunately, but I will look for this in briefs:

- Sophisticated understanding of the problem posed and analytical focus on it
- Detailed knowledge and critical assessment of the pertinent primary source(s)
- Conceptually coherent argument, assertive when possible and qualified when necessary
- Adequate and formally correct documentation
- 'Writing': I particularly prize clarity, correctness, concision

The prescribed topic for Brief #1

See above, page 5: The bold-faced sentence at the end of the indented paragraph poses the problem. The rest prepares it. Let's be sure, at or before the start, that we're all on the same page: What does this prescribed topic strictly require? What can/should I demand? What else is relevant but optional? The four-page maximum allows you about a thousand words; don't waste them, words, that is, or pages.

The pertinent primary source for Brief #1

Insofar as it's all Herodotus, all the way, this is a simple one. Then again, insofar as Herodotus was dependent on the oral testimonies of predominantly Greek informants about an alien warrior-king who had lived a century or more earlier and built an Asian empire centered in modern-day Iran, for them a three-month overland journey from the Aegean, it gets more complicated. Another thing: Herodotus himself and his unknown informants knew that Cyrus had conquered Greeks in his part of the world, that he and his heirs had ruled them autocratically, and that the Persians were still powerful, still a threat.

Recommended scholarly studies

I will assume familiarity with Peter Green's *Greco-Persian Wars* (6-9). For him, of course, Cyrus is deep background, to be treated summarily. If you want more, I have placed a few titles on reserve in the Ladd Library. None is required; any could help. Each following list is formatted like an annotated bibliography. On the Persians more generally, with chapters, sections, and/or indexed references to Cyrus:

Allen, Lindsay. *The Persian Empire*. Chicago: University of Chicago Press, 2005.
This is an up-to-date, lavishly illustrated book, brief but good on Cyrus.

- Olmstead, A. T. *History of the Persian Empire*. Chicago: University of Chicago Press, 1948.
This is a gray old classic, still widely used because still very useful; for Cyrus, pp. 34-58.
- Wiesehöfer, Josef. *Ancient Persia*. London and New York: I. B. Tauris, 1996.
A section contrasts 'good king' Cyrus with 'bad king' Xerxes, pp. 42-55.

On Herodotus more generally:

- Arieti, James. *Discourses on the First Book of Herodotus*. Lanham, MD: Rowman and Littlefield, 1995. Arieti discusses relevant sections of Herodotus' Book 1 in order of 'chapters' on pp. 117-95.
- Dewald, Carolyn, and John Marincola, eds. *The Cambridge Companion to Herodotus*. Cambridge: Cambridge University Press, 2006. Flower discusses Herodotus and Persia on pp. 274-89.
- Lateiner, Donald. *The Historical Method of Herodotus*. Toronto: University of Toronto Press, 1989.
Lateiner discusses relevant issues of "Historiographical Patterning" on pp. 163-86 .

On Herodotus and Cyrus:

- Avery, Harry. "Herodotus' Picture of Cyrus." *American Journal of Philology* 93 (1972): 529-46.
Available on line through JSTOR.
- Cizek, Alexandru. "From the Historical Truth to the Literary Convention: The Life of Cyrus the Great Viewed by Herodotus, Ctesias and Xenophon." *L'Antiquité classique* 44 (1975): 531-52.

Documentation

See above, p. 3, for parenthetical citation of Herodotus by abbreviated name, book, and chapter. If you use the scholarship listed here, cite by Chicago-style endnotes (preferably) or footnotes:

First note to a single-authored book:

- ¹Lindsay Allen, *The Persian Empire* (Chicago: University of Chicago Press, 2005), 15.

First note to a scholarly paper from an edited collection:

- ²Michael Flower, "Herodotus and Persia," in *The Cambridge Companion to Herodotus* (Cambridge: Cambridge University Press, 2006), 274-77.

First note to a paper from a learned journal or scholarly periodical:

- ³Harry Avery, "Herodotus' Picture of Cyrus," *American Journal of Philology* 93 (1972): 529.

Subsequent notes to scholarship published in any of these forms are simpler and similar:

- ⁴Allen, 17.
⁵Flower, 282.
⁶Avery, 542-43, 546.

Writing

Three secrets to good writing: revision, revision, and revision. Start early. Get a classmate, a roommate, or a Ladd writing assistant to look over a late draft. Proofread. Respect the *Hacker Rules*. When you look over the graded paper, pay attention to the comments, not just the grade. And good luck to us all.

Cyrus Brief

- **Sophisticated understanding of the problem posed and analytical focus on it**

- **Detailed knowledge and critical assessment of the pertinent primary source(s)**

- **Conceptually coherent argument, assertive when possible and qualified when necessary**

- **Adequate and formally correct documentation**

- **‘Writing’: I particularly prize clarity, correctness, concision**