This course is an introductory survey of the political history of ancient Greece. Over a thousand years of history will be covered, from the Bronze Age civilization of the Mycenaean Greeks down to the reign of Alexander the Great. Among the topics discussed will be the development of the city-state and the expansion of Greece during the Archaic period, the phenomenon of the Greek tyrants, the birth of democracy, the unique Spartan state, the Persian and Peloponnesian Wars, and the new direction of political events in Greece in light of the growth of Macedonian power.

**Instructor**
Professor Sheila Ager  
ML 231, ext. 32943  
sager@uwaterloo.ca  
Office hours: 1:30-2:30, MW

**Term/Time/Location**
Fall 2013: 10:30-11:20, MWF  
Room: HH 280

**Required Primary Readings**
Herodotus, Thucydides, and Plutarch (see further below). Other readings to be posted on LEARN.

**Recommended Readings**

**Course Requirements**
Midterm test (Monday, October 21) ..... 30%
Research essay assignment (due Friday, November 22) ..... 30%
Final examination ..... 40%

**Special Notes**
**Hard copies of the essay** are to be submitted to the course instructor or the Departmental office (ML 224) before 4:00 pm on the due date. **Essays submitted late will be penalized 5% per day.** All components of the course requirements (the midterm, the essay, and the final exam) must be completed in order to obtain a passing grade. Marked midterms and essays may be picked up in ML 224 during regular office hours (please bring your Watcard).

**Learning Outcomes and Course Objectives:**

The main objective of this course is for students to gain a basic familiarity with the political and military events of ancient Greek history (students interested more in social history should consider taking CLAS 201). In addition to gaining such familiarity with the facts of Greek history, students will learn the fundamentals of historical methodology as they apply to the study of antiquity. The writing assignment (course essay) will enable students to develop their research and analytical skills and learn the particular challenges of interpreting ancient history from the primary sources. By the end of this course, students should be able to undertake more advanced studies in Greek history such as CLAS 351.

**Expectations in the classroom:**

There are certain rules of courtesy in the classroom which must be observed. Arriving late or leaving early, and talking or otherwise being disruptive during the lecture, are behaviours that are both discourteous
to the other members of the class, and distracting to the instructor. You may use a laptop to take course notes if you like, but I discourage it: recent research indicates that you will do better in your studies if you do not use a laptop to take notes! In any case, please note that using it during class time for purposes unrelated to the course is discourteous and distracting to other people in the class.

Finally, do not leave cell phones or other electronic devices on the desk (or in your lap) during the lectures. The classroom is a texting-free zone!

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. Makeup tests/exams will only be given when the student offers a documented medical reason for missing the test or exam in question. Other reasons, such as travel plans, do not constitute a valid reason for being granted a makeup. 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 24 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.

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 AccessAbility Office, 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.

Cross-listing (CLAS 251 = HIST 242): Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a History student who takes this course as CLAS 251 will still have the grade calculated into his/her HIST average.
Students are expected to read selections in translation from the ancient Greek historians **Herodotos** (Herodotus), **Thucydides**, and **Plutarch**. The texts of these authors are available online in a variety of sites and formats; unfortunately, many of these online translations do not provide the chapter breakdown, so it is hard for the reader to locate the exact passage assigned. Probably the most extensive online versions are those provided by the Perseus Digital Library ([http://www.perseus.tufts.edu/hopper/](http://www.perseus.tufts.edu/hopper/)); look under “Collections/Texts” → “Greek and Roman Materials”, and choose from the alphabetical list of authors. If you prefer reading a hard copy, annotated copies of these works (Robert Strassler’s *The Landmark Herodotus* and *The Landmark Thucydides*, and Penguin translation of some Plutarch’s Lives) are on reserve in the Dana Porter Library. Nancy Demand’s *A History of Ancient Greece in its Mediterranean Context* is also available on reserve in the library; you may wish to consult it for extra reading, for clarification of material if you miss a class, or for finding bibliography for your essay assignment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures</th>
<th>Primary Readings (Required)</th>
<th>Secondary Readings (Recommended)</th>
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<tbody>
<tr>
<td>Sept 30-Oct 4</td>
<td>Dorian Sparta and an Ionian <em>polis</em>: Archaic Athens.</td>
<td>Thuc. 2.15-16; Hdt. 1.59-64; Hdt. 5.55-65, Thuc. 1.20, 6.53-59; Hdt. 5.66-76.</td>
<td>Demand 130-169.</td>
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<tr>
<td>Oct 7-11</td>
<td>The Persian Empire.</td>
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<td>Demand 170-188.</td>
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<tr>
<td>Oct 16-18</td>
<td>The Persian Wars.</td>
<td>Hdt. 5.30-38; Hdt. 6.102-124; Hdt. 7.5-19; Hdt. 7.175-239; Hdt. 8.40-97; Hdt. 9.114-122.</td>
<td>Demand 189-204.</td>
</tr>
<tr>
<td>Oct 28-Nov 1</td>
<td>The Road to War. The Peloponnesian War I.</td>
<td>Thuc. 2.34-55; Thuc. 3.36-50, 4.27-41, 5.6-11.</td>
<td>Demand 251-263.</td>
</tr>
<tr>
<td>Nov 4-8</td>
<td>The Peloponnesian War II.</td>
<td>Thuc. 5.84-116; Thuc. 6.8-61, 6.89-93, 7.10-18, 7.55-87.</td>
<td>Demand 263-272.</td>
</tr>
<tr>
<td>Dec 2</td>
<td>No class.</td>
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</tbody>
</table>

**Maps:** Your understanding of Greek history will be greatly enhanced if you have a clear idea of the geography under discussion. An excellent online source of high-quality maps is the website maintained by Professor Ivan Mladjov of the University of Michigan: [http://sitemaker.umich.edu/mladjov/maps&](http://sitemaker.umich.edu/mladjov/maps&).
Research Essay Assignment

The essay is due Friday, November 22. It should be about 8 pages long, double-spaced (about 2000 - 2200 words; please include the word count and number your pages). The assignment will be graded on the basis of your fulfilment of the expectations detailed below:

- This assignment has been designed to get you using the primary source material: ancient historians for the most part, though of course inscriptions also contribute to our understanding of ancient history, and a few of the assignments feature the use of an inscription. You will therefore have to consult the ancient sources that are specified in each question, and it is **highly recommended that you also consult historical commentaries and historiographical studies** on these sources where available and applicable. Translations of all of the ancient authors are available in the library or online; if you have any trouble tracking down what you’re after, please come to me for help.

- You must also consult a minimum of 5 – 6 secondary source materials beyond the course notes (although they can provide you with some guidance, course materials are not appropriate sources for a research essay). The attached bibliography lists many of the standard works on Greek history – there are others! Please employ this bibliography when looking for secondary sources; and be aware that others in the class also need to use these books, so returning them to the library as soon as you’re through would be an act of kindness. Note: you may also use scholarly articles (not Wikipedia!) in addition to books, but you are not required to do so. Please see me if you would like some assistance in finding articles for your topic.

- **Beware of the temptation to offer only a chronological narrative of events!** This is an excellent way to write a poor essay. You can offer some narrative by way of an introduction (perhaps a couple of pages), to set the stage for the overall examination of your topic, but your major emphasis should be on why or how historical events happened or historical forces shaped civilizations and peoples (analysis rather than narrative). The assignment is intended to get you engaged in taking a critical approach to the ancient sources and to the questions that arise about the events they describe and about the reliability of the sources themselves. Each of the assignments asks some specific questions that you should keep in mind and try to answer as you contemplate both the primary and the secondary sources on your topic.

- The assignment should be written in regular essay format, with appropriate introduction, arguments, and conclusion(s). Proper written style and correct spelling do count for part of your grade, so pay careful attention to proof-reading.

**Before embarking on your essay, you should consult the essay guide for Classical Studies**, accessible from our departmental home page (“Research and Essay Writing”, [http://www.classics.uwaterloo.ca/essays.htm](http://www.classics.uwaterloo.ca/essays.htm)). It sets out the expectations and guidelines for an essay in this course. Note that **you must cite all your sources, both primary and secondary, appropriately**. Please see page 7 of the syllabus for the suggested style for citing secondary sources.

**And start your research early in the term!**
Essay Assignment Topics

Note: You must choose a topic from this list. If you have trouble finding the primary sources, please see me. Topics with an asterisk have a more complex set of primary sources associated with them.

**Tyranny on Samos.** What does Herodotos’ account of Polykrates (Polycrates) of Samos tell us about the nature of Greek tyranny in the Archaic age? How does his version of Polykrates’ rise and fall relate to Herodotos’ overall ideas about human affairs and the historical process? Primary sources: Herodotos 2.182; 3.39-60; 3.120-132. Suggested secondary sources: works on Greek tyranny, the island of Samos, the Archaic age generally; works on Herodotos’ historical methods and ideas.

**The Reforms of Kleisthenes (Cleisthenes).** How does Herodotos’ account of the historical circumstances of Athens at the time of Kleisthenes shape our understanding of the constitutional reforms attributed to him? What are the discrepancies between Herodotos’ account and that of [Aristotle]? What seems to have been the ultimate purpose of these reforms? Primary sources: Herodotos 5.62-78, 6.131; [Aristotle] Athenaios Politeia 20-22; the Athenian archon-list = Meiggs/Lewis #6. Suggested secondary sources: works on history of Archaic/Classical Athens; specifically, works on the development of Athenian democracy.

**The Spartan Lifestyle.** Discuss the nature of the Spartiate agogē (focus on the lifestyle, not the constitutional structure, except where the latter is directly relevant), using the accounts provided by Xenophon and Plutarch. How reliable do these accounts seem to be? Is it possible to ‘deconstruct’ the Spartan ‘myth’? What purpose might there have been in the Spartans presenting themselves this way to the outside world? Primary sources: Plutarch Life of Lykourgos (Lycurgus); Xenophon Spartan Society (also known as Constitution of the Lacedaemonians). Suggested secondary sources: works on Spartan history, economy, and society (note: for this topic, it is particularly important to consult up-to-date and critical research on the Spartans; older research is likely to accept the ancient sources at face value); works on the image and perception of Sparta.

**The Battle of Thermopylai (Thermopylae).** Is Herodotos’ account of the Battle of Thermopylae historically sound? What does it tell us about the Greek strategy in 480 BC? How does Herodotos’ narrative of the battle and the events surrounding it relate to his overall ideas about human affairs and the historical process? Primary sources: Herodotos 7.172-239; 9.78-82. Suggested secondary sources: works on the Persian Wars; works on the history of Sparta; works on Herodotos’ historical methods and ideas.

*The ‘Peace of Kallias (Callias).’* Assess the historical sources used as evidence for and against the tradition that there was a formal peace between Athens and Persia as of about 450/449 BC. Why is there so much controversy as to whether the ‘Peace of Kallias’ ever took place? In the final analysis, do you think there was or was not such a formal peace treaty? Why or why not? Primary sources: collected in Fornara 1983 #95. Suggested secondary sources: works on the Athenian empire, on Persian-Greek relations, and on the history of the Classical age in general; works on Thucydides’ methods as an historian.

*The Invasion of Melos.** What does Thucydides’ account of the Athenian invasion and destruction of Melos in 416 BC say about his view of the Athenian state – or perhaps the Greeks in general – in wartime? Were the Athenians justified in their actions? How do we judge the historical veracity of the ‘Melian Dialogue’? What does it say about Thucydides’ overall concept of his historical account of the Peloponnesian War? Primary sources: Thucydides 2.9, 3.91, 5.84-116; Diodoros (Diodorus) 12.80.5; the so-called ‘Spartan War Fund’
inscription = Meiggs and Lewis #67; Loomis 1992 (on reserve).¹ Suggested secondary sources: works on the Athenian empire, on the Peloponnesian War, on the Greeks at war, on the history of the Classical age in general; works on Thucydides’ historical and literary aims and methods.

**The Sicilian Disaster.** What are the chief factors identified by Thucydides in the launching of the disastrous Athenian expedition against Sicily? What does he suggest about the role of individual personalities? Do Plutarch’s accounts add anything to the picture? How does Thucydides’ account mesh with his overall view of Athens at war and the course of history in general? Primary sources: Thucydides 6.1-61; Plutarch *Life of Alkibiades (Alcibiades)* 17-23 and *Life of Nikias (Nicias)* 11-17. Suggested secondary sources: works on the Peloponnesian War, on Alcibiades, and on the Sicilian expedition specifically; historiographical works on Thucydides’ aims and methods.

**The Career of Alcibiades (Alkibiades).** Compare and contrast the picture of Alcibiades presented by Thucydides, Xenophon, and Plutarch. Was he truly a talented general? If things had been different, would Alcibiades have had ‘the right stuff’ to lead Athens to victory in the Peloponnesian War? Primary sources: Thucydides 5.43-46, 6.8-29, 6.46-50, 6.60-61, 6.88-93, 8.6, 8.12-17, 8.45-70, 8.76-90, 8.97-98, 8.108; Plutarch *Life of Alcibiades*; Xenophon *Hellenika (Hellenica)* 1.1-1.5, 2.1.23-26. Suggested secondary sources: works on the Peloponnesian War and on Alcibiades.

**The Second Athenian Sea League.** Discuss the historical circumstances surrounding the foundation of the Second Athenian Sea League in 378/7 BC. What were the motivations both of the Athenians and of the allies who agreed to join? How did the Athenians try to differentiate this confederacy from the so-called ‘Delian League’? Did subsequent Athenian actions live up to the promises advertised in the founding of the League? Primary sources: Diodoros (Diodorus) 15.28-30; the ‘charter’ or ‘prospectus’ of the Second Athenian League, also known as the Stele of Aristoteles = Rhodes/Osborne #22 and Cargill 1981. Suggested secondary sources: works on 4th-century history and on 4th-century Athens specifically.

*Alexander: Man or God?* Assess the historical sources that suggest that Alexander the Great may have had aspirations to divinity. How were such aspirations manifested? How reliable do these accounts seem to be? Do you believe that Alexander truly thought himself to be divine? Why or why not? What other motivations might he have had for possible pretensions to divinity? Primary sources: collected in Heckel/Yardley 2004. Suggested secondary sources: works on Alexander the Great, particularly works dealing with the image and perception of Alexander.

¹ Do not spend a great deal of time on the matter of the ‘Spartan war fund’ inscription: it needs to be noted in the context of Athenian ‘justification’ (or lack thereof), but the main thrust of this assignment is about Thucydides’ account of the events of 416.
Common Citation Methods in Classical Studies

Works Cited List (Bibliography) (ancient authors do not need to be included in your ‘works cited’ list, but they do need to be cited!):


Citations in the Text:

Greeks and Romans alike repeatedly emphasized networks of friendship (philia, amicitia). Such international friendships could in fact be very real and very enduring, and personal relationships could play an important role: hence the amount of time foreign ambassadors spent in Rome visiting privately with various individuals and carrying out a program of informal lobbying prior to meeting with the senate. In many cases, however, diplomatic friendship was highly attenuated and only of symbolic import; and it is certainly possible to see Roman friendship in particular as on occasion very flexible (Adcock and Mosley 1975: 206-208; Gruen 1984: 54-95; Burton 2011). Even stronger than ties of friendship were those of kinship. Kinship diplomacy had already a long history before the Classical period, though the level of diplomatic kinship was generally even more fictive than the level of diplomatic friendship. The rulers of the empires and other polities of the ancient Near East – the Egyptians, the Hittites, the Mycenaeans, the Assyrians – employed the language of brotherhood in communicating with each other, as did the later Sassanid ruler Chosroes (Huzraw I), who referred to the Roman Justinian as “our brother” (Podany 2010; Wiesehöfer 2007: 73-74; Jones 1999).

Citations in Footnotes or Endnotes (NB: footnotes are preferable):

Greeks and Romans alike repeatedly emphasized networks of friendship (philia, amicitia). Such international friendships could in fact be very real and very enduring, and personal relationships could play an important role: hence the amount of time foreign ambassadors spent in Rome visiting privately with various individuals and carrying out a program of informal lobbying prior to meeting with the senate. In many cases, however, diplomatic friendship was highly attenuated and only of symbolic import; and it is certainly possible to see Roman friendship in particular as on occasion very flexible. Even stronger than ties of friendship were those of kinship. Kinship diplomacy had already a long history before the Classical period, though the level of diplomatic kinship was generally even more fictive than the level of diplomatic friendship. The rulers of the empires and other polities of the ancient Near East – the Egyptians, the Hittites, the Mycenaeans, the Assyrians – employed the language of brotherhood in communicating with each other, as did the later Sassanid ruler Chosroes (Huzraw I), who referred to the Roman Justinian as “our brother”.  

2 On Greek and Roman international friendship, see Adcock and Mosley 1975: 206-208; Gruen 1984: 54-95; Burton 2011.
3 See Podany 2010; Wiesehöfer 2007: 73-74. On kinship diplomacy in the Classical Mediterranean, see Jones 1999; Elwyn 1993 notes that the Romans were less wedded to this concept than the Greeks.

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3 See Podany 2010; Wiesehöfer 2007: 73-74. On kinship diplomacy in the Classical Mediterranean, see Jones 1999; Elwyn 1993 notes that the Romans were less wedded to this concept than the Greeks.
Select Bibliography of Greek History

Ancient Sources in Translation:

i: Major authors:

**Herodotos (Herodotus).** One work, on the Archaic age and the Persian Wars (6th and 5th centuries BC). No actual title (simply cite as ‘Herodotos 2.76’ or ‘Hdt. 2.76’). Modern translations are often entitled *The Persian Wars* or *The Histories*. Herodotos a Greek from Asia Minor and was a generation younger than the events he describes.

**Thucydides.** One work, never completed, on the Peloponnesian War (5th century BC). No actual title (simply cite as ‘Thucydides 5.97’ or ‘Thuc. 5.97’). Modern translations are often entitled *The Peloponnesian War* or *History of the Peloponnesian War*. Thucydides was an Athenian, a contemporary of and participant in the events he describes.

**Xenophon.** Several works, the most relevant of which in this context is the *Hellenika (Hellenica)*, on the end of the Peloponnesian War and the first few decades of the 4th century BC; Xenophon picks up where Thucydides left off, in 411/0 BC. The title is necessary for citation (‘Xenophon *Hellenika* 2.3.15’ or ‘Xen. *Hell.* 2.3.15’). Modern translations have such titles as *Greek History* or *A History of My Times*. Xenophon was an Athenian, a contemporary of and participant in the events he describes.

**Plutarch.** Numerous works that include essays on a variety of subjects and a set of biographies collectively known as the *Parallel Lives*; several of these biographies are relevant to Greek history. Citations should be made with reference to the subject of the biography (‘Plutarch *Life of Alcibiades* 17’ or ‘Plut. *Alc.* 17’). Plutarch was writing in the 2nd century AD, long after the events of Classical Greek history.

**[Aristotle].** Aristotles was the author of numerous works, while others have been attributed to him even though he is unlikely to have been the author. The most relevant in this context is the *Athenaion Politeia*, generally known in English as *The Athenian Constitution* or *The Constitution of the Athenians*. It covers the internal history of Athens and the growth of its democracy. The Greek title is most commonly used for citations (‘[Aristotle] or Ps-Aristotle *Athenaion Politeia* 22’ or ‘[Arist.] *AthPol* 22’ or just ‘*AthPol* 22’; the citation without the author’s name is considered allowable in this case because we do not know who the real author was).

**Polybios (Polybius).** One work, surviving in fragmented form, on the rise of Roman power and its impact on the Greek world in the Hellenistic age. No actual title (cite simply as ‘Polybios 11.23’ or ‘Plb. 11.23’). Polybios was a Greek statesman, a contemporary of and participant in the later events that he describes.

**Livy.** One work, surviving in fragmented form, on the history of Rome and its relations with the rest of the Mediterranean, including the Greeks, from the foundation of the city up to the age of Augustus. Traditional Latin title *Ab Urbe Condita* (‘From the Foundation of the City’), but generally no title is used in citations (‘Livy 44.23’). Livy was a Roman historian living in the Augustan age.

**Diodoros (Diodorus) Siculus.** One work, surviving in fragmented form: a universal history of the world up to the 1st century BC. Traditional title *Bibliothēkē* (the ‘Library’), but typically no title is used in citations (‘Diodoros Siculus 17.6’ or ‘Diod. Sic. 17.6’ or just ‘Diod. 17.6’ – the ‘Siculus’ is not really necessary). Diodoros was a Sicilian Greek living in the 1st century BC.

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4 Square brackets around the name of an ancient author mean that the work in question was at one point attributed to this individual, but that modern scholarship in general believes the attribution to be false. [Aristotle] might also be designated as Ps-Aristotle (Pseudo-Aristotle).
ii: Historical commentaries:

**Herodotos**

  - Asheri et al.

**Thucydides**


**[Aristotle] Athenaion Politeia**


*Note*: introductions to translations of the author you are using often hold valuable observations about the individual as an historian and as a writer.

iii: Collections of various ancient sources (inscriptions, etc.) in translation:

C.W. Fornara. *Archaic Times to the End of the Peloponnesian War* (1983) (*on reserve*)
P. Harding. *From the End of the Peloponnesian War to the Battle of Ipsus* (1985)
R. Meiggs/D. Lewis. *A Selection of Greek Historical Inscriptions to the end of the Fifth Century BC* (1988) (only some of the inscriptions are translated, but this book provides good historical commentary) (*on reserve*)
Bibliography needs updating.

General Works:

*Cambridge Ancient History*, second edition (available online through UW library system)
V. Ehrenberg. *From Solon to Socrates* (1968)
____. *A Brief History of Ancient Greece: Politics, Society and Culture* (2009)

**The Bronze Age and the Dark Age:**

V.A. Desborough. *The Last Mycenaeans and their Successors* (1964)
____. *The Greek Dark Ages* (1972)
S. Langdon (ed.). *New Light on a Dark Age* (1997)
C.W. Shelmerdine. *The Cambridge Companion to the Aegean Bronze Age*
W. Taylour. *The Mycenaean Age* (1964)
C.G. Thomas (ed). *Homer’s History: Mycenaean or Dark Age?* (1970)

**The Archaic Age:**

A. Andrewes. *The Greek Tyrants* (1956)
___, *The Lyric Age of Greece* (1960)
A. Graham. *Colony and Mother City in Ancient Greece* (1964)
P.N. Ure. *The Origin of Tyranny* (1962)

**The 5th Century (including Persia):**

E. Bloedow. *Alcibiades Re-examined* (1973)
___, *Pericles and Athens* (1948)
B.W. Henderson. *The Great War Between Athens and Sparta* (1927)
C. Hignett. *Xerxes’ Invasion of Greece* (1963)
______, *The Fall of the Athenian Empire* (1987)
Pericles of Athens and the birth of democracy (1990)
J. Lazenby. The Defence of Greece, 490-479 (1993)
R.J. Lenardon. The Saga of Themistocles (1978)
D.M. Lewis. Sparta and Persia (1977)
A. Lintott. Violence, Civil Strife and Revolution in the Classical City (1982)
W.T. Loomis. The Spartan War Fund: IG V 1, 1 and a New Fragment (1992) (on reserve)
H.B. Mattingly. The Athenian Empire Restored (1996)
M.F. McGregor. The Athenians and their Empire (1987)
R. Meiggs. The Athenian Empire (1972)
H. Michell. The Economics of Ancient Greece (1963)
A.T. Olmstead. A History of the Persian Empire (1948)
A.J. Podlecki. The Life of Themistocles (1975)
Alcibiades: Athenian Playboy, General, and Traitor (2011)
D. Stockton. The Classical Athenian Democracy (1990)
R.S. Strauss. Athens after the Peloponnesian War (1986)
C. Tuplin (ed.). Persian Responses: Political and Cultural Interactions with(in) the Achaemenid Empire (2007)

The 4th Century:

J.L. Cargill. The Second Athenian League: Empire or Free Alliance? (1981)
P. Cartledge. Agesilaos and the Crisis of Sparta (1987)
P. Funke/N. Luraghi (eds.) The Politics of Ethnicity and the Crisis of the Peloponnesian League (2009)
C.D. Hamilton. Sparta’s Bitter Victories: Politics and Diplomacy in the Corinthian War (1979)
Agesilaus and the Failure of Spartan Hegemony (1991)
E.M. Harris. Aeschines and Athenian Politics (1992)
J.A.O. Larsen. Greek Federal States (1968)
M.H. Munn. The Defense of Attica (1993)
T.T.B. Ryder. Koine Eirene (1965)
R. Sealey. Demosthenes and his Time: a Study in Defeat (1993)
B.S. Strauss. Athens after the Peloponnesian War (1986)

**Philip and Alexander of Macedon:**

____. *Alexander and the East* (1996)
V. Ehrenberg. *Alexander and the Greeks* (1938)
R.L. Fox. *Alexander the Great* (1973)
J.R. Hamilton. *Alexander the Great* (1973)
____. *Philip of Macedon* (1994)
____. *Sources for Alexander the Great* (1993)
____. *The Genius of Alexander the Great* (1997)
____. *The Conquests of Alexander the Great* (2008)
S. Perlman (ed.). *Philip and Athens* (1973)
W.W. Tarn. *Alexander the Great* (1948)

**The Hellenistic Period:**

_____ . The Wars of Alexander’s Successors 323-281 BC II: Battles and Tactics (2009)
E.R. Bevan. The House of Seleucus (1902)
_____ . The House of Ptolemy (1927)
R.A. Billows. Antigonos the One-eyed (1990)
P. Cartledge/A. Spawforth. Hellenistic and Roman Sparta (1988)
W.S. Ferguson. Hellenistic Athens (1911)
P.M. Fraser. Ptolemaic Alexandria (1972)
J. Gabbert. Antigonus II Gonatas (1997)
P. Garoufalias. Pyrrhos of Epirus (1979)
J. Grainger. Seleukos Nikator (1990)
_____ . The Roman War of Antiochos the Great (2002)
P. Green. Alexander to Actium (1990)
_____ . The Hellenistic Age: a Short History (2007)
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