

Kolbe Academy Home School

GRADE NINE ANCIENT WESTERN CIVILIZATION

TABLE OF CONTENTS

I. Syllabus	
A. Scope and Sequence	3
B. Diploma Requirement	4
C. Semester Reporting Requirements	5
II. Course Plan	
A. Semester 1	11
B. Semester 2	29
III. Paper Topics Answer Guide	
A. Semester 1	61
B. Semester 2	65
IV. Exams	72
V. Answer Keys for the Exams	80

Resale & Copying Policy: This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe's course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

COURSE TITLE: Ancient Western Civilization

COURSE TEXTS:

- | | |
|-------------------------|--|
| CLASSICS | ❖ King, Abigail. <i>Classics Conference: The Greeks</i> . Kolbe Academy Press: Napa, 2002. |
| HERODOTUS | ❖ Herodotus, <i>The Histories</i> . Tran. Aubrey De Sélincourt. Penguin Books: London, 1996. |
| CARROLL | ❖ Carroll, Anne: <i>Christ the King, Lord of History</i> . TAN Books: Illinois, 1994. |
| LIVY-ROME | ❖ Livy: <i>The History of Rome from Its Foundations: The Early History of Rome</i> . Trans. Aubrey De Sélincourt. Penguin Books: London, 1960, 2002. |
| LIVY-HANNIBAL | ❖ Livy: <i>The History of Rome from Its Foundations: The War with Hannibal</i> . Trans. Aubrey De Sélincourt. Penguin Books: London, 1965. |
| PLUTARCH | ❖ Plutarch, <i>Makers of Rome</i> . Trans. Ian Scott-Kilvert. Penguin Books: New York, 1965. |
| TACITUS | ❖ Tacitus: <i>The Annals of Imperial Rome</i> . Tran. Michael Grant. Penguin Books: London, 1977. |
| THUCYDIDES | ❖ Thucydides, <i>The History of the Peloponnesian War</i> . Trans. Rex Warner. Penguin Books: London, 1954. |
| GREEKHIST SG | ❖ <i>Kolbe Academy Weekly Quiz Book for Greek History</i> . Kolbe Academy Press: Napa, 2002. |
| HERODOTUS SG | ❖ <i>Kolbe Academy Study Guide to Herodotus</i> . Kolbe Academy Press: Napa, 2005. |
| LIVY-ROME SG | ❖ <i>Kolbe Academy Study Guide to Livy's Early History of Rome</i> . Kolbe Academy Press: Napa, 2006. |
| LIVY-HANNIBAL SG | ❖ <i>Kolbe Academy Study Guide to Livy's War with Hannibal</i> . Kolbe Academy Press: Napa, 2006. |
| PLUTARCH SG | ❖ <i>Kolbe Academy Study Guide to Plutarch</i> . Kolbe Academy Press: Napa, 2006. |
| TACITUS SG | ❖ <i>Kolbe Academy Study Guide to Tacitus</i> . Kolbe Academy Press: Napa, 2006. |
| THUCYDIDES SG | ❖ <i>Kolbe Academy Study Guide to Thucydides</i> . Kolbe Academy Press: Napa, 2005. |

COURSE DESCRIPTION:

This course examines the great civilizations of the ancient world, beginning in Greece around 600 BC with the seeds of the conflict between Persia and the Greek city-states, and tracing the rise and fall of Athens throughout the Persian and Peloponnesian Wars. In the second half of the year, the course transitions to Roman history, beginning with the mythical founding of Rome in 753 BC and ending with the fall of the Empire in 476 AD.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Know and understand the significance of the important events, dates, persons and places in the Mediterranean world from the rise of the Greek city-states to the fall of Rome (600 BC–476 AD)
- ❖ Observe the timelessness of human relations and the similarities of man’s responses to the conditions in which he finds himself throughout history
- ❖ Discover the similarities of and difference between classical and Christian ideas of virtue
- ❖ Trace the cause and effect of political developments in the ancient world and, by extension, in the modern
- ❖ Become familiar with the map of the ancient world and the seeds of modern conflicts
- ❖ Relate modern historical situations and documents to their ancient antecedents
- ❖ Become familiar with the political and religious developments of this period

WEEKLY COURSE WORK:

- ❖ Readings: approximately 50-70 pages per week
- ❖ Accompanying study guide questions and quizzes
- ❖ Weekly papers, topics for which are listed in the Course Plan. These papers should be 1–2 pages typed, double-spaced, in 12-point font, (or handwritten neatly in cursive). Each paper should contain a strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for grading guidelines.
- ❖ Audio lectures from the Kolbe Academy Classics conference
- ❖ ↔ **Key Points** sections highlight the most important concepts for the student to know and consider
- ❖ Three-Part Exams: given in order to assess the student’s understanding and retention of material and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
- ❖ Students seeking Honors for this course must complete the course of readings, weekly papers, assignments, and exams as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- ❖ Knowledge of Ancient Greek and Roman history and its influence on the world
- ❖ Ability to relate the events of one's own age with the events of history
- ❖ Ability to formulate and effectively communicate—orally and in writing—a clear, logically sound argument

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this Literature course plan. In 9th grade, ***Summa*** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, ***Summa*** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, ***Summa*** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, ***Summa*** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. ***Magna Cum Laude*** and ***Standard*** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. ***Magna Cum Laude*** students must include a combination of 5 years of English and Literature courses in high school, two of which must be Literature. ***Standard*** diploma students must include a combination of 3 years of English and Literature in high school.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation must do all of the readings. **Kolbe Core students need to complete 4 of the 14 weekly papers each semester;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 8 of the 14 weekly papers each semester;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K	H
Course Title	Ancient Western Civilization	Ancient Western Civilization	Ancient Western Civilization
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 2 Exam	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam 3. EIGHT Paper Topic Essays
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam 3. EIGHT Paper Topic Essays

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:**SEMESTER 1: WEEKS 1–9****I. The Greek Archaic Period (800–480 BC)****1. Herodotus, *The Histories***

Herodotus traces the relations of the Greek city-states with the Persian Empire from around 600 BC to the stunning Greek victories over the invader Xerxes in 480 BC. This is the eve of the golden age of Athens.

A. The rise of the Persian Empire: Books I–V.

B. The Persian Wars with the Greek city-states: Books VI–IX. The military union between Athens and Sparta, and the Greek virtues displayed in various leading figures.

SEMESTER 1: WEEKS 10–18**II. The Greek Classical Period (480–323 BC)****1. Thucydides, *The History of the Peloponnesian War***

Thucydides provides a wealth of information on the “golden age” and decline of Athenian democracy during the Peloponnesian War between Athens and Sparta (432–404 BC). His work contains many aphorisms and observations about the nature of man and the causes of war. A large number of comparisons between the events of the Peloponnesian War and the modern age are possible.

- A. The causes of the war: Book I. These events can be profitably related to the preconditions of World War I, as well as the Cold War.
- B. The outbreak of war and the policies of Pericles: Book II. Pericles' funeral oration anticipates Lincoln's "Gettysburg Address." Athenian democracy affords illuminating parallels with American republican government.
- C. The war widens: Book III. Contrasts between Athens and Sparta in Mytilene and Plataea.
- D. Peace attempts: Books IV–V. The truce and peace of Nicias.
- E. The Sicilian campaign and disaster for Athens: Books VI–VIII.

SEMESTER 2: WEEKS 1–9

III. The Roman Kingdom and Republic (753–27 BC)

1. Livy, *Ab Urbe Condita* (Published by Penguin as *The Early History of Rome and The War with Hannibal*)
Livy's work is a repository of myths and legends about the founding of Rome. It was written to spur patriotism and public morality. Books I–V give the stories of Romulus and Remus, Cincinnatus, and other important Romans. Books XXI–XXX tell the gripping story of the Second Punic War, which Rome won to cement its hegemony in the Mediterranean. The course plan provides for reading of all of Book I, much of II and III, an excerpt from V in *The Early History of Rome*, and excerpts from Books XXI, XXII, and XXX in *The War with Hannibal*.
2. Plutarch, *Life of Cato the Elder* (Found in Penguin's *Makers of Rome*)

SEMESTER 2: WEEKS 10–18

IV. The Roman Empire (27 BC–476 AD)

1. Plutarch, *Life of Brutus* (Found in Penguin's *Makers of Rome*)
2. Tacitus, *The Annals of Imperial Rome*
Tacitus's history of the reigns of Tiberius, Caligula, Claudius, and Nero records a rising tide of decadence and irresponsible absolutism. Parallels with modern totalitarianism and the present-day U.S.A. are many.

SUPPLEMENTAL MATERIALS:

PRIMARY SOURCES

- ❖ Tacitus, *The Histories*. Extends Tacitus's chronicle of Rome and her emperors through the pivotal year 69 AD. The conclusions about morality and public life are clear and essential.

SECONDARY SOURCES

- ❖ H.D.F. Kitto, *The Greeks*. Penguin.
- ❖ Edith Hamilton, *The Greek Way* and *The Roman Way*. W.W. Norton and Company.
- ❖ Chester Starr, *History of the Ancient World* and *The Ancient Romans*. Oxford University Press.

- ❖ **Warren Carroll, *The Founding of Christendom***. Chapters 10–14: Roman history from 301 to 4 BC, ending with the Incarnation of our Lord. Chapters 15–20: Roman history from 4 BC to 324 AD, when the age of persecution ended and Christianity became the imperial religion.
- ❖ **H.H. Scullard, *From the Gracchi to Nero***. Routledge.
- ❖ **Michael Grant, *History of Rome***. Prentice-Hall.
- ❖ **Lesley Adkins and Roy Adkins, *Handbook to Life in Ancient Rome***. Oxford University Press. Presents all aspects of pagan Roman history and life, as well as limited entries on early Christianity. An accessible reference book for the student of ancient Rome.
- ❖ **Barry, ed., *Readings in Church History***. Christian Classics. A valuable source for the history of the late Roman empire, as well as selected writings of St. Augustine, St. Gregory of Tours, and Charlemagne.

AN ABBREVIATED TIMELINE OF GREEK HISTORY FOR THE FIRST SEMESTER
(DATES BEFORE 600BC ARE APPROXIMATE; AUTHORS ARE IN PARENTHESES)¹

The Bronze Age	3000–1250 BC	Also referred to as the Age of Palace Cultures; the advanced seafaring Minoan civilization is dominant in the Aegean for over a thousand years before giving way to the warlike Mycenaeans around 1400 BC.
The Dark Ages	1250BC–900 BC	A widespread breakdown occurs in settlements and palaces throughout Greece. Mycenaean culture is destroyed. Writing is lost. The Trojan War probably takes place about 1200 BC.
Archaic Period	900–478BC	Greek colonies established all around the Mediterranean and Aegean. Villages become city-states. Corinth, Sparta and Athens develop politically, culturally and artistically. Writing recovered through adoption of the Phoenician alphabet; Homeric epics first written down. The Persian War occurs in the early 5 th century. (Homer)
Classical Period	478–403 BC	The Athenian Golden Age; drama, philosophy, and architecture flourish. Athens develops her empire, and tension between Sparta and Athens leads to war. Athens is defeated by Sparta. (Herodotus, Thucydides)
Late Classical Period	403–323 BC	Athens, Sparta and Thebes struggle for control, and Persia is dominant. Philip of Macedon rises to power and expands his influence; upon his death, his son Alexander expands the Macedonian empire as far as Russia, Afghanistan and India.

¹ Dates and events taken from *The Oxford History of the Classical World*, Boardman, Griffin and Murray, 1986, and <http://ancienthistory.about.com/od/timelines/>

Hellenistic Age	323–200 BC	After Alexander's death, his generals fight among themselves; eventually, three Hellenistic powers dominate: Egypt, Macedon and the Seleucid Empire (which ruled from Turkey, through Palestine, to India)
-----------------	------------	--

AN ABBREVIATED TIMELINE OF ROMAN HISTORY FOR THE SECOND SEMESTER

(DATES BEFORE 600 BC ARE APPROXIMATE; AUTHORS ARE IN PARENTHESES) ²

The Kingdom; The Expulsion of the Tarquins; Foundation of the Republic	900–478 BC	The Etruscans settle in Italy. Rome's traditional date of founding by Romulus and Remus is 753 BC. The Roman kingship is established and rules until approx. 510 BC, when Tarquin Superbus was expelled and the Republic was established. Rome fights for and gains control of Latium.
	478–403 BC	The Struggle of the Orders takes place between the plebeians and the patricians, and the office of tribune is created to resolve class strife. The Law of the 12 Tables is created so that the plebeians can more fully understand the laws of the city.
	403–323 BC	Rome expands her domination over Italy.
The Punic Wars	323–146 BC	By 265 BC Rome has control of Italy. The city turns its ambitions to expanding its Empire further abroad. In 264, these imperial ambitions lead to conflict with Carthage, and the first Punic War takes place. The Second Punic War occurs in 218, and Carthage is finally defeated in the Third Punic War in 146 BC.
	146–82 BC	The Gracchi brothers introduce their land reforms, and Tiberius Gracchus is murdered. Marius becomes consul and holds this office for numerous successive terms (though this was not allowed). He fought with Sulla in the Social Wars, but the two men eventually struggle for control of Rome. Sulla marched on Rome in 88 BC—the first time a Roman marches on Rome with a Roman army. Sulla becomes permanent dictator.
	82–49 BC	Sulla retires from political life after inflicting a reign of terror upon the Romans. Caesar, Pompey and Crassus form the First Triumvirate (Livy born in 59 BC).
	49–44 BC	Caesar crosses the Rubicon and civil war is declared between Caesar and Pompey. Pompey is defeated at Pharsalus. The Republic is effectively ended.
	44–31 BC	Julius Caesar is assassinated; the Second Triumvirate is formed by Octavius (Augustus) Caesar, Antony and Lepidus. Thirteen years of civil war occur during this time, until Antony and Cleopatra are defeated at the Battle of Actium (31 BC).

² Dates and events taken from the Introduction to *The Early History of Rome*, R.M. Ogilvie, <http://ancienthistory.about.com/od/timelines/>, and http://en.wikipedia.org/wiki/List_of_Roman_Emperors.

The End of the Republic; Julio-Claudian Dynasty Begins.	31 BC–14 AD	Octavius is made emperor and is given the name "Augustus." The Golden Age of Latin Literature is at this time, and the "Peace of Augustus" begins. The Birth of Our Lord occurs during the reign of Augustus.
	14–68 AD	Reigns of Emperors Tiberius, Caligula, Claudius and Nero (Plutarch born: 46 AD; Tacitus born: 55 AD)
Year of the Four Emperors	68–69 AD	Reigns of Emperors <u>Galba</u> , <u>Otho</u> , <u>Vitellius</u> and <u>Vespasian</u>
Flavian Dynasty	69–96 AD	Reigns of Vespasian, Titus and Domitian
The Five "Good" Emperors	96–180 AD	Reigns of Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius (Verus and Commodus were co-emperors with Marcus Aurelius at various times)
	180–192 AD	Reign of Commodus
The Severan Dynasty	193–235 AD	Reigns of Septimius Severus, Caracalla, Publius Septimius Geta, Macrinus, Diadumenian, Heliogabalus, and Alexander Severus
The Crisis of the 3rd Century	235–284 AD	Rome encounters economic collapse and internal and external strife. The Empire was ruled by 20–25 rulers during this unstable period.
The Tetrarchy and Constantinian Dynasty	284–364 AD	Emperor Diocletian divides the Empire into Eastern and Western portions. A ruler with the title "Augustus" rules each part with the assistance of a "Caesar." Thus the rule of the Empire was divided between four men. Constantine the Great began his rule in 307 and legalized Christianity in 313 AD (St. Augustine born in 354 AD). Note: this era is studied in detail in the Kolbe Church History I course.
	410 AD	Rome is sacked by the barbarians.
	476 AD	The Western Roman Empire falls.

COURSE PLAN METHODOLOGY:

- ❖ In working through the assignments each week, we recommend first reading through the course plan with your high school student in order to introduce the material. Secondly, ask your high school student to read the assigned study guide questions and then begin his reading assignments. He should keep a notebook where he answer the study guide questions and takes notes as he reads. After the student has completed the reading, discuss the paper topic in depth and allow him to work on the topic. At that time it would be helpful to give the weekly quiz. Giving the quizzes will help the student prepare for the mid-term and semester exams and act as a measure of his comprehension.
- ❖ **PLEASE NOTE** that 9th grade Literature and History begin a week earlier than the semester allowing a general introduction to the Classics as well as a more gradual introduction to the high school workload.

- ❖ Family discussions on the materials and lessons are highly effective means to foster deeper considerations of the materials. Use the Key Points from the course plan, the paper topics and study guide questions as a basis to start these discussions at home with your students.
- ❖ Be sure to reference the introductory portions and glossaries of your textbooks. They are full of valuable information and helps for understanding the texts.
- ❖ Classics Conference CD 9 Lecture 1 is on the principles of Ignatian Education; Week One has listening assignments for both student and teacher.
- ❖ **Books on CD/tape.** Many students especially those new to Kolbe Academy and/or to the classics may find it difficult to follow some of the ancient texts at first. A great way to help a student get started is to listen to the beginning of the book on tape or CD from the library. This can help the student pick up on the storyline and style a bit more easily. **Use the books on tape to help get started, *not in lieu of reading.*** Make sure your student follows along with the book while making use of books on CD/tape, **as the translation may differ significantly from the course text, which will make tests and quizzes very confusing if the student has not cross-referenced both texts.**

◆ ◆ ◆ FIRST SEMESTER ◆ ◆ ◆

KOLBE ACADEMY FRESHMAN WELCOME WEEK				
CLASSICS	CD 1 CD 2 CD 9 LECTURE 2	<ul style="list-style-type: none"> ⊕ Introduction to the Classic (for Student & Parents) ⊕ Introduction to the Greeks (for Student & Parents) ⊕ Teaching Classics & Assignments (for Parents) 		
HERODOTUS	Introduction (pp. vii–xlvi) and Maps	<ul style="list-style-type: none"> ⊕ Preface, Introduction, Glossary, Structural Outline, Chronology ⊕ Maps (Read and study these sections carefully) 		
<i>Study Guides</i>	HERODOTUS SG , Foreword & Introduction			
<p>🔑 Key Points The Classics Conference CDs provide an excellent introduction to the study of the classics. Important concepts to understand laid out therein are the Greek ideas of:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ⊕ Heroism ⊕ Humility ⊕ Hubris or hybris (pride) ⊕ Man vs. God ⊕ Suffering yields Wisdom </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ⊕ East vs. West ⊕ Disunity of Greece geographically & culturally ⊕ Wit ⊕ Fate ⊕ The Delphic Oracle </td> </tr> </table>			<ul style="list-style-type: none"> ⊕ Heroism ⊕ Humility ⊕ Hubris or hybris (pride) ⊕ Man vs. God ⊕ Suffering yields Wisdom 	<ul style="list-style-type: none"> ⊕ East vs. West ⊕ Disunity of Greece geographically & culturally ⊕ Wit ⊕ Fate ⊕ The Delphic Oracle
<ul style="list-style-type: none"> ⊕ Heroism ⊕ Humility ⊕ Hubris or hybris (pride) ⊕ Man vs. God ⊕ Suffering yields Wisdom 	<ul style="list-style-type: none"> ⊕ East vs. West ⊕ Disunity of Greece geographically & culturally ⊕ Wit ⊕ Fate ⊕ The Delphic Oracle 			
<p>DISCUSSION TOPICS</p> <ul style="list-style-type: none"> ⊕ What are the Classics? [a) Anything pertaining to Classical Civilization—the Greeks and Romans, and b) in a more general sense, that which belongs to the class of the best (Louise Cowan).] ⊕ Why study the classics? [Because they serve as the foundation of Western civilization and back drop for Christianity; because the study of the classics aids in the development of critical thinking, logic and judgment (separate the wheat from the chaff), language and communication skills, as well as comprehension and memorization abilities.] ⊕ How should one approach studying history? ⊕ Make sure to reference the maps as you read and pay attention to the location and interaction of each people discussed. ⊕ Study the time line in the course plan now and throughout the course. Each week you can add important figures and events to it. ⊕ It is helpful to create a chart as you read about the various civilizations, the sequences of rulers and the interactions between them in order to keep them straight. 				
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">Notes</div>				

WEEK 1		
HERODOTUS	1.1–92 (Book 1, chapters 1–92)	⊕ Beginning of the tensions between the Greeks and the Persians ⊕ The expansion of the Lydian state and the reign of Croesus
CARROLL	Chapter One	⊕ “What Is History All About” (Optional)
<i>Study Guides</i>	HERODOTUS SG, Book One, Questions 1–54 (These may be answered orally) GREEKHIST SG (optional), Week One Quiz, Questions 1–7 and Bonus; Week 2 Quiz, Questions 1–4 and Bonus	
<i>Paper Topic</i>	How did hubris (pride) lead Croesus to destroy his empire?	
<p>Key Points</p> <p>Herodotus begins Book I by telling how the strife between the East and West first began with the crime of woman stealing. According to his account, the Trojan War began when Paris (evaluating past incidents) decided he could steal Helen of Argos without retribution. However, rather than letting the matter slide as in times past the Greeks banded together and went to war for Helen.</p> <p>The rest of the week’s readings deal with the reign of Croesus king of Lydia, the destruction of his empire, and with Cyrus the Persian’s rise to power.</p> <p>Herodotus tells the history of how Croesus [the 5th in Gyges’ line of ancestors] family came to power in Lydia. When Croesus was considering attacking Cyrus, he consulted the oracles and received the message that he would destroy a great empire if he attacked the Persian. Out of hubris he assumed that this meant he would destroy the Persian empire, and thus, despite wise advice against it, he planned to attack Persia. First, he made an alliance with the Lacedaemonians (Spartans) and then proceeded to attack Persia. As Cyrus gained the upper hand in the fighting, Croesus sent word to the Spartan for help. When the Spartans received the message from Croesus they were engaged in battle against the Argives, and so were delayed in going to Croesus’s aid. When they were finally ready to set out for Lydia to help Croesus, it was too late. Cyrus had conquered Lydia and Croesus was taken prisoner. These events happened in 547 BC. Cyrus decided to spare Croesus’s life upon hearing the story of Solon and considering his own mortality and fortune.</p>		
<p>DISCUSSION TOPICS</p> <ul style="list-style-type: none"> ⊕ Why did Herodotus write the Histories? [Note: By “barbarians” Herodotus is referring to any non-Greek-speaking people.] ⊕ How did the tensions begin between the Greeks and Persians? How did the Trojan War begin? ⊕ Discuss the career and character of Croesus. ⊕ Who were Candaules and Gyges? How are Gyges and Croesus connected? ⊕ Describe some incidents and commentary Herodotus includes that demonstrate the Greek wit and trickery. ⊕ Discuss the nature of the oracles. ⊕ What is hubris? Explain three events of this week’s readings where someone’s hubris affected the subsequent events of the story. How could these events have been otherwise? ⊕ How do Athenian and Spartan customs differ? 		
<p>Notes</p>		

WEEK 2		
HERODOTUS	1.93–1.214	⊕ The life of Cyrus; foundation of the Persian Empire
CLASSICS	CD 3	⊕ Overview of Ancient Greek culture
<i>Study Guides</i>	HERODOTUS SG, Book One, Questions 55–76	
<i>Paper Topic</i>	How does Herodotus demonstrate the inevitability of fate?	
<p>Key Points</p> <p>This week’s readings include the account of Cyrus’s birth and attempted murder, the discovery of his survival, his rise to power in Persia, his conquests, and his eventual defeat.</p> <p>Cyrus overthrows the Medes and became the founding king of the new Persian Empire. After conquering his grandfather Astyages and the Medes (with the help of the vengeful Harpagus), Cyrus takes over Lydia (Croesus’s kingdom—this was described in last week’s reading), the Asiatic Greek colonies (the Ionian and Aeolian cities to whom Cyrus told the story of the fisherman and the fish who wouldn’t dance), and the Babylonian empire (freeing the captive Jews in the process—look at Isaiah 44:24-45:3 to see Cyrus praised as anointed by God). Cyrus’s long string of victories comes to an end when he is defeated and killed in battle with the Massagetae.</p> <p>Herodotus’s research interests were wide and varied. While his central purpose in writing the Histories was to thoroughly explain the hostility between East and West, his research and travels also led him to include detailed accounts of myths, religious and cultural practices, geographic features, climate, and exotic plants and animals. Book 1 (and much of the rest of the work) contains fascinating descriptions of the customs of the Persians, Babylonians, and various other civilizations.</p>		
<p>DISCUSSION TOPICS</p> <ul style="list-style-type: none"> ⊕ Discuss Cyrus’s character. Did he demonstrate hubris in his leadership? ⊕ What was Cyrus’s dream? What advice did he take from Croesus? How did Cyrus’s reign end? ⊕ Who reigned after Cyrus’s death? What was his relationship to Cyrus? Was Cyrus’s fear legitimate? 		
<p>Notes</p>		

WEEK 3		
HERODOTUS	2.1–4; 3.27–43; 3.61–89; 5.23–51; 5.55–78; 5.96–126	<ul style="list-style-type: none"> ⊕ Cyrus succeeded by Cambyses; Persian rule of Egypt ⊕ Darius takes power in a coup ⊕ Aristagoras incites Ionians to revolt ⊕ Athenians lend support; digression on Athenian politics ⊕ Sardis sacked; revolt put down
CLASSICS	CD 4	Up to Thucydides (01:05:35)
<i>Study Guides</i>	HERODOTUS SG, Book Five, Questions 6–14; 20–29 GREEKHIST SG (optional), Week Two Quiz, Questions 5 and 7; Week Three Quiz, Questions 1–3	
<i>Paper Topic</i>	Write a summary explaining how the Ionian Rebellion began.	
<p>🔑 Key Points</p> <p>Cyrus's son and successor Cambyses is successful in adding Egypt to the empire, but he is a violent, arbitrary individual and he fails to respect the customs and religious practices of the Egyptian people. Suffice it to say he is not well-liked. Cambyses, like Cyrus, comes to an untimely and painful end.</p> <p>Just before Cambyses' death, a puppet who happens to look like Cambyses' dead brother (whom he killed) is positioned on the Persian throne—but a group of seven conspirators discover the truth and storm the palace. Among the number of conspirators is Darius, the man whose wings cast a shadow on Europe and Asia in King Cyrus's dream. After the conspirators have removed the false king, they debate whether the Persian empire should remain a monarchy; it is ultimately decided that Darius should take the throne.</p> <p>Book 5 begins with the immediate cause of the Persian War: the Ionian Revolt. The Ionian cities are Greek colonies on the coast of Asia Minor, first conquered by Croesus and then by Cyrus. They are ruled by Greek tyrants put in place by the local Persian satrap (a provincial governor). One of these Greek tyrants, Histiaeus, ruler of Miletus, is very ambitious and arouses the suspicion of one of Darius's generals, Megabazus, who advises Darius to summon Histiaeus to his court in Susa so as to keep an eye on him. In his place, Histiaeus's nephew Aristagoras, also very ambitious, is made tyrant of Miletus. Aristagoras sets his eye on becoming the ruler of a wealthy Greek island called Naxos and petitions the local Persian governor to support his campaign. It doesn't go well—in fact it fails miserably—and Aristagoras, afraid of being demoted by the Persians, decides to preemptively urge all of the Ionian cities to revolt.</p> <p>Aristagoras, fails to get support for his rebellion from the Spartan king Cleomenes and travels to Athens. Herodotus uses this as an opportunity to explain recent Athenian history, specifically the expulsion of Pisistratus's son, the tyrant Hippias, in 510 BC, followed by the landmark democratic reforms of Cleisthenes.</p> <p>The Athenians and Ionians attack the city of Sardis in Lydia. Sardis is sacked but it's very much an instance of "win the battle, lose the war" and the rebellion is quickly put to an end. Darius's general Mardonius figures out how to keep the Ionian cities from revolting again. Darius sends messengers to the Greeks to see how much they will resist him. The Aeginetans indicate that they will be submissive, which greatly angers the Athenians and leads to a very complicated series of back and forth maneuvers, political and military, between the two. Sparta is heavily involved as well. (The Aeginetan affair is not in the assigned reading.)</p>		
<p>DISCUSSION TOPICS</p> <ul style="list-style-type: none"> ⊕ Why does Cambyses' wife ask him about his preference for lettuce? Does Cambyses ever truly understand the point his wife was trying to make? If so, when? ⊕ What does Cambyses fail to understand about the importance of custom? ⊕ What does Amasis believe about luck and prosperity and why does he end his alliance with Polycrates? ⊕ How does Darius deal with Histiaeus when Megabazus warned him that Histiaeus, a foreigner, was gaining too much power? Trace the incidents that followed carefully and explain the beginnings of the Ionian rebellion. ⊕ Know each of these characters and follow them carefully through out the story: Histiaeus, Aristagoras, Artaphenes, Otanes, Megabazus and Cleomenes. ⊕ Why did the Spartans refuse to help Aristagoras? Who helped Cleomenes resist Aristagoras's bribes? 		
<p>Notes</p>		