

CLST 274: *The World of Archaic Greece*

John Felice Rome Center

Fall 2026

Tuesdays & Thursdays | 2:15-3:30 pm | Room: Sala Felice

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Office Hours:

Office Hours: Tue 12:00-2:00pm, or by appointment

Course Description

Coined in the eighteenth century to refer to the transitional phase between the Geometric and the Classical Periods in Greek art, the term “archaic” covers approximately two centuries of Greek history, from 700 to 500 BCE. Despite the word’s original derogatory use, it signals a critical historical moment that sparked major political, social, economic and artistic changes within the vast Greek-speaking world of antiquity, spanning a geographical area that encompassed not only mainland Greece and its islands, but also present-day Turkey and Southern Italy. Not least of these changes were the birth of the *polis*, the very first examples of Greek temple architecture, and the creation of new political structures and societies, whose achievements we continue to admire and even perpetuate today such as the Olympic games, philosophy and democracy.

To better understand such key transformations and developments, our journey will begin earlier than the traditional dates for the Archaic Period, namely with the Trojan War of ca. 1200 BCE, and examine its aftermath before ultimately arriving at the great victory of the Greeks over the Persian Empire in 479 BCE. Further, the course will examine the role archaeological sites and artifacts play as invaluable sources of information on society in antiquity while the analysis of primary and secondary sources will enable participants to gain greater insights into both the daily life of ancient Greeks and their own perception of their culture and society.

Learning Outcomes

On completion of the course students should be able to:

- **Master chronology** by Identifying the main phases of Archaic Greek civilization and its chief features: key individuals, political, cultural, and social events.
- **Evaluate the evolution** of Greek society and culture by examining the interrelationships between historical developments and geographical realities, political-social-economic changes, religious practices and beliefs, technical, scientific, and philosophical explorations, the articulation of individual identities, and the influence of international contacts.
- **Analyze how the primary literary and material media** coordinate and differentiate in linking historical events to relevant sites and monuments, literature, and works of art.
- **Read and analyze the secondary literature** and scholarly debate, **compare the secondary** with the primary sources to present a full spectrum in interpreting the information
- **Develop skills in critical thinking** by assessing the relevance of historical figures and events, generate new interpretations by questioning the expression of ideas and theories, apply to contemporary lives and society.

Required Text/Materials

The weekly reading assignments for this class will be posted on SAKAI, where access will be provided through permalinks to the LUC online library or uploaded PDFs. The reading assignments should be done prior to each class session to enable full participation in class discussions. Students are to read the pages that have been specified for each text in the syllabus below.

All historical texts, especially those related to ancient civilizations, make references to terminology, concepts and authors that might be unfamiliar. Processing these texts is fundamental to the learning process. A useful tool to help “decipher”

said references while reading the assigned texts is the [Oxford dictionary of the classical world](#), available online via LUC library and on SAKAI for this course.

Selected Bibliography

- 1) HALL Jonathan M., [A history of the archaic Greek world, ca. 1200-479 BCE](#), 2014 - ABBREVIATED HALL
- 2) The [Cambridge Companion to Archaic Greece](#)- ABBREVIATED CAMBRIDGE
- 3) RAAFLAUB K.(ed.), A [Companion to Archaic Greece](#) - ABBREVIATED RAAFLAUB
- 4) FISHER, N.R.E. (ed.) [Archaic Greece : new approaches and new evidence](#) , 1998 - ABBREVIATED FISHER
- 5) ORRIEUX C. , SCHMITT PANTEL P., A History of Ancient Greece, 1995

Further reading materials will be assigned on a week-by-week basis. All the reading materials, handouts and presentations will always be available on the course's SAKAI pages. Please check the latter for an up-to date list of readings for each session.

Attendance Policy

In accordance with the Rome Center mission to promote a higher level of academic rigor, and in compliance with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation and active participation in course discussions are expected from every student and synonymous with academic success. Attendance is mandatory at every class meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical absences, will be treated the same, unless they are documented long-term conditions or emergencies. Such situations will be evaluated case-by-case by the Academic Affairs office.

Once-a-week classes:

- After 1 absence, a 2% final grade reduction will be applied for each missed class.
- Missing 3 classes or more will result in an automatic failure (F).

Twice-a-week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Three-times-a week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Tardiness/early departure: Punctuality is essential, both as a form of respect for your fellow students as well as for the professor. Given the length of each lesson, more than 15 minutes late (i.e. 20% of the class time) will count as an unexcused absence, and the class will commence without the student. The same rule applies for leaving the class early, without previous authorization from the professor. Early departures might be granted for exceptional circumstances, personal travel does not count as such.

Consistent tardiness, i.e. arriving constantly 5/10 minutes late or leaving early, will impact the participation grade.

Assessment Components

- Participation 10%
- Midterm Exam 20%
- Oral Report 15%
- Written Report 25%
- Final Exam 30%

PARTICIPATION constitutes an important portion of the final grade and does NOT refer solely to consistent attendance and punctuality, but rather to regular class interaction, entailing both questions and thoughtful responses, see rubric below.

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unsatisfactory (>70%)
Frequency of participation in class	Student initiates contributions more than once in each session.	Student initiates contribution once in each session.	Student initiates contribution at least in half of the sessions	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from faculty of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

INDIVIDUAL ORAL REPORT:

For the individual oral report, each student will choose a topic from a list. Each topic is slated for a specific date which cannot be changed. Once all the topics have been selected, each student will be assigned a scholarly article or book chapter on their topic.

While reading their assigned text, students must take into consideration the following prompts:

- **Style:** Is the author's writing effective in communicating their ideas to the reader or not? How would you describe the author's style? Is it accessible to all readers or only the initiated? Similarly, does the text presuppose or require extensive prior knowledge of the topic?

- **Argument:** How is the work’s main argument set up? How does the author support their findings? Does the work successfully demonstrate and prove its argument?
- **Key Ideas:** What is the main thrust of the text? What makes it good, different, or groundbreaking?
- **Quotes:** What quotes/examples stand out to you? How might you point to the author’s communicative ability or the overall feel of the book through the use of quotes/examples/case studies?

On the day of a given student’s oral delivery, the student will provide a thorough summary highlighting important passages and concepts of the assigned article or chapter. The student is also expected to provide drawings, maps or other pertinent visual material in the form of a short PPT to be presented to the class. The presentation will be followed by a short Q&A session. Students should be prepared to field questions from their peers and the professor.

- Students are required to formulate three (3) listening comprehension questions pertaining to the most significant aspects that are developed and discussed at length during their oral presentations. Said questions are to be included at the beginning of the mandatory outline. After having listened carefully to a given talk, student peers should be prepared to answer these comprehension questions.
- Upon completion of their oral presentations, students are required to upload their PPT onto Sakai by going to Assignments and creating a submission for the file entitled Individual Oral report

The presentation should last a minimum of 10 and a maximum of 15 minutes and The report will be evaluated using the following rubric:

- Information/Content (30 points)
- Organization/Clarity (15 points)
- Completeness (30 points)
- Documentation/Visual/Graphics (10 points)
- Delivery (15 points)

	Exemplary (90%-100%)	Proficient (80%-90%)	Developing (70%-80%)	Unsatisfactory (>70%)
Information/content Importance of topic, relevance, accuracy of facts, overall treatment of topic	Well-versed in subject, responds to questions with further explanation presentation contains accurate information with no fact errors	Overall command of subject matter, responds to questions on a basic level major facts are accurate and generally complete	Generally comfortable with material, able to answer most questions presentation contains some fact errors or omissions	Basic understanding of material, but mastery not evident contains multiple fact errors
Organization/Clarity Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable overall easy for audience to follow	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear Overall organized but sequence is difficult to follow	Ideas are not presented in proper order; transition are lacking between major ideas; several parts of presentation are wordy or unclear Difficult to follow, confusing sequence of information



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Completeness Level of detail, depth, appropriate length, adequate background of information	Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length	Additional depth needed in places; important information omitted or not fully developed; presentation is too short or too long	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or too long
Documentation/Visual/graphics Proper support and sourcing for major ideas, inclusion of visual aids that support message	Easy to read, additive to presentation	Easy to read, reinforced presentation	Somewhat difficult to read audience questions	Hard to read, confusing or unclear
Delivery Adequate volume, appropriate pace, ability to listen and/or answer questions	excellent listening skills; answers audience questions with authority and accuracy Good volume and energy; proper pace and diction	displays ability to listen; provides adequate answers to audience questions Adequate volume and energy; generally good pace and diction;	better listening skills needed; some difficulty answering audience questions More volume/energy needed at times; pace too slow or fast;	uneasiness or inability to answer audience questions Low volume or energy; pace too slow or fast; poor diction

Choose your oral report topic carefully as it will coincide with the subject matter for your written report.

WRITTEN REPORT:

- 6-7 pages of double-spaced text in Times New Roman 12-point font
- notes, bibliography, and illustrations, do not count and are in addition to the 6-7 pages
- Students are expected to adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped them with their work. For format style, students are to use the MLA format, the Chicago Manual of Style, a “quick guide” version of which is available online at http://www.chicagomanualofstyle.org/tools_citationguide.html, or a similar standard to be approved by the instructor.
- Students are expected to properly quote passages, if they are using someone else’s identical words in their paper, to avoid the risk of plagiarism. The following link contains guidelines on how to use quotations properly: <https://guides.library.jhu.edu/avoidingplagiarism/quoting>
- at least three (3) independent and scholarly sources should be consulted (e.g. books, articles from Jstor, and/or the Muse project). Online resources, such as Wikipedia are not permitted; online scholarly resources can be used, but they must be previously approved by the professor.
- The report must include an introduction with a clear thesis statement and a conclusion.
- The illustrations may be identical to the visual aids provided for the oral report.
- The report must be submitted through Sakai by the end of the semester, i.e. on Friday, December 4

Student term papers for this course will be assessed according to the following criteria:

- 1) **content**, especially with regard to accuracy, as well as the level of detail in your descriptions and explanations; (10 points)
- 2) **organization**, particularly the logical progression of your arguments as they flow from your introduction/thesis statement to your supporting paragraphs in the body of your paper and end in your final conclusion; (5 points)
- 3) **documentation**, as it pertains to your use of sources in support of your arguments; (5 points)
- 4) **style**, including grammar and spelling. (5 points)



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AI usage:

All assignments should be your own original work, created for this class. Written work created by generative AI tools is not original work. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant JFRC policies.

MIDTERM and FINAL examinations will share a mixture of multiple choice, true/false and short answer questions in addition to picture identifications (including maps). MIDTERM and FINAL examinations WILL BE A PAPER-BASED TEST

Grading

94-100: A
90-93: A-
87-89: B+
84-86: B
80-83: B-
77-79: C+
74-76: C
70-73: C-
67-69: D+
60-66: D
59 or lower: F

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the professor. ***As per the JFRC academic policies, students who miss any scheduled exam or quiz, including a final exam at the assigned hours will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reason; travel is not considered a grave reason. Make-up exams will only be given for documented absences.***

SAC/Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes. Faculty cannot provide Academic accommodation, without the proper documentation, i.e. the official letter received from the Loyola SAC service

For Title IX see: <https://www.luc.edu/equity/otherresources/resourcesforfacultystaff/syllabuslanguage/>

Names and Pronouns

Addressing one another at all times by using one's chosen modes of address (including preferred names and gender pronouns) honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit within a gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself, on your name placard, and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know privately and I will work diligently to honor your wishes.

My goal is to create an affirming environment for all students so that everyone can learn and engage as our full and true selves.

Classroom Etiquette:

- Turn your phone off in class, or at the very least turn the ringer completely off and put your phone away.
- While beverages are permitted, food and snacks are not.
- The classroom should be a place where students can share ideas and different points of view. It is not necessary to agree, but it is necessary to listen respectfully.
- Debate is healthy. State your viewpoint and back it up with evidence. Be respectful of fellow students' views. Focus your disagreements on the merits of the ideas rather than on the people putting them forth.
- Do not hesitate to bring up with your professor any concerns or questions you may have. If you do not want to ask during the lecture, see your professor after class or in office hours. You can always email your professor.
- Do not listen to music during class.
- If you use a laptop in class, only use it for class, i.e. do not surf the Web, play video games or use social media during class time as they can become a distraction for your fellow classmates and the instructor.
- If you know you have to leave early, let your professor know before class begins, or send them an email ahead of time if you know in advance that you will have to exit prematurely.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student's responsibility to check for announcements on Sakai and those made during their absence.

Course Schedule

Friday Class Days:

Friday, October 23 (in lieu of November 26, Thanksgiving)

WEEK ONE: Who are the Greeks?

Tuesday, September 1: How do we read the past? Introduction, terminology, sources & dating

Readings:

- [HALL](#) pp.8-39

Thursday, September 4: Evans and The Minoans

Readings:

- [Minoan civilization](#), Metropolitan Museum online

WEEK TWO: Mythology and Religion

Tuesday, September 8: The Greek Gods

Readings:

Mikalson, Jon D. *Ancient Greek Religion*, John Wiley & Sons, Incorporated, 2009, pp.47-68

Thursday September 10: Festivals

Readings:

A Companion to Greek Religion, edited by Daniel Ogden, John Wiley & Sons, Incorporated, 2007, chap.12

WEEK THREE: The Mycenaean World (1600-1100)

Tuesday, September 15: Schliemann and the Heroes of the Trojan War

Readings:

- [RAAFLAUB](#), pp.80-98
- Graziosi, Barbara, *Homer: A Very Short Introduction*, Oxford, 2019;



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['A poem about Troy'](#),

['Material clues'](#),

- Iliad an overview, *Homer: A Very Short Introduction*, Oxford, 2019
- Odyssey an overview, *Homer: A Very Short Introduction*, Oxford, 2019

Thursday September 17: And then there were none: the end of the Mycenaean world and the (not so) Dark Age (1100-750 BCE)

Readings:

- [HALL](#), pp.41-56 & 59-67
- Mycenae: [The Cambridge Guide to Homer](#), pp. 357–360, Cambridge University Press, 2020

WEEK FOUR: The Eighth-Century Revolution (800-701 BCE)

Tuesday, September 22: The Polis

Readings:

- [HALL](#), pp.68-72
- Ma, John. *Polis: A New History of the Ancient Greek City-State from the Early Iron Age to the End of Antiquity*, Princeton University Press, 2024, pp. 20-25 & 93-100 (PDF)

*Thursday, September 24: **ORAL REPORTS***

- 1) The Introduction of Coins
- 2) The Birth of the Alphabet
- 3) The Olympic Games

WEEK FIVE: Finding a Home Away from Home

Tuesday, September 29: The Greeks Overseas

Readings:

- Carla M. Antonaccio, *Colonization Greece on the Move, 900-480*, Cambridge Companion, pp.201-224 (PDF)

*Thursday, October 1: **ORAL REPORTS***

- 1) Trade and luxury
- 2) Sappho & Poetry
- 3) Warfare

WEEK SIX: Review & Midterms

Tuesday, October 7: Review

THURSDAY, OCTOBER 8 MIDTERMS EXAMS

FALL BREAK October 9-18

WEEK SEVEN: The Emergence of Tyranny

Tuesday, October 20: Charismatic Leaders or Tyrants?

Readings:

- BRILL, J. Taylor, "Turannoi in Archaic Greece: A New Phenomenon or a New Name for an Old Phenomenon", pp. 301-328 (chapter 11)
- RAAFLAUB, pp.100-101;112-114

Thursday, October 22 **ORAL REPORTS:**

- 1) The Human Figure in Greek Art
- 2) Greek Athletics
- 3) Buildings for Athletic Training and Events

FRIDAY, October 23 (Make-up session for November 27)- *The Greek Symposium*

Readings:

- RAAFLAUB: pp. Chap 26, *The Culture of the Symposium* (Oswyn Murray)
- "Social Customs & institutions", chap. 10, *The Oxford History of the Archaic Greek World*. Robin Osborne, Oxford University Press, 2023,

WEEK EIGHT: The Rise of Sparta

Tuesday, October 27: *Spartan Society*

Readings:

- Jeremy Mcinerney, *Ancient Greece: a New History*, Thames & Hudson, 2018, chapter 5 (pp.125-144)

Thursday, October 29: *Sparta and its Neighbors*

Readings:

- A Short History of Ancient Greece, PJ Rhodes (ed), pp.32-38

WEEK NINE: Athens

Tuesday, November 3: *I fought the law, and the law won! Athenian Reforms*

Readings:

- A Short History of Ancient Greece, PJ Rhodes (ed), pp.38-49
- R. Wallace, *Revolutions and a New Order in Solonian Athens and Archaic Greece*, in [Origins of Democracy in Ancient Greece](#), 2007, pp. 49-82
- Cambridge companion pp. 24-28

Thursday, November 5: **ORAL REPORTS:**

- 1) Women in Athens
- 2) Women in Sparta
- 3) Fashion and Appearance

WEEK TEN: "Tyranny is a very pretty position. The trouble is that there's no way out of it"

Tuesday, November 10: *Pisistratus & his Sons*

Readings:

- Cambridge companion, pp.28-31 & 32-37
- [Pisistratus](#), in the oxford reference

Thursday, November 12:

ORAL REPORTS

- 1) Theater
- 2) The Last King of Rome: Tarquinius Superbus
- 3) Music in Ancient Greece

WEEK ELEVEN: Democracy Strikes Back

Tuesday, November 17: *Cleisthenes, the Father of Athenian Democracy*

Readings:



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- Josiah Ober, [From tyranny to democracy](#), 550–465 BCE, *The Rise and Fall of Classical Greece*, 2015, pp. 157-190

Thursday, November 19: *United We Stand: The Battle of Marathon*

Readings:

- Raaflaub pp. 162-185.
- P.J.Rhodes, The battle of Marathon and Modern Scholarship, [Bulletin of the Institute of Classical Studies Supplement](#), No. 124, MARATHON - 2,500 YEARS (2013), pp. 3-21
- Hall, pp.282-289
- Barry Strauss, *Flames over Athens, Arion: A Journal of Humanities and the Classics*, Third Series, Vol. 12, No. 1 (Spring - Summer, 2004), pp. 101-116

WEEK TWELVE: Greece then and now

Tuesday, November 24:

ORAL REPORTS

- 1) Ancient Greece and movies
- 2) Greek tragedies in modern times
- 3) Greece in art

Readings:

- Richards, Jeffrey. *Hollywood's Ancient Worlds*, Bloomsbury Publishing Plc, 2008, Chapter 5.
- BLONDELL, RUBY. "Olympus Moves to Hollywood." *Helen of Troy in Hollywood*, vol. 38, Princeton University Press, 2023, pp. 3–37.

Thursday 26 November: NO CLASS, HAPPY THANKSGIVING!

WEEK THIRTEEN: REVIEW SESSIONS

Tuesday, December 1

Thursday, December

FINAL EXAMS DATE TBD