



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	New College of Interdisciplinary Arts and Sciences		Department	School of Humanities, Arts & Cultural Studies	
Prefix	HST	Number	439	Title	Athenian Democracy
Is this a cross-listed course?	No	If yes, please identify course(s)		N/A	
Is this a shared course?	No	If so, list all academic units offering this course		N/A	

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials N/A (Required)

Course description: **Discussion-based seminar familiarizes participants with the origins, characteristic institutions and political ideology of the Athenian democracy of the 5th and 4th centuries BCE. Engages selected topics in the study of Athenian democracy and gives participants an idea of the substance of contemporary debates within scholarship. Topics will include: The origins of the Athenian democracy; women, slaves, and other subordinate social groups within the democracy; elite critique of democratic ideology and episodes of outright civil war; leaders and masses; the role of the court system within the democracy; democracy and the Athenian empire; and violence in Athenian society. The goal of the course, in addition to a greater familiarity with the Athenian democracy, will be a research paper with a well-chosen topic and a distinctive thesis.**

Requested designation: Historical Awareness-H Mandatory Review: No

Note- a **separate** proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SO/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Matt Simonton	E-mail	matt.simonton@asu.edu	Phone	(602)543-9833
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ARIZONA STATE UNIVERSITY

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Louis Mendoza Date: 10/13/16

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised April 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	439	Athenian Democracy	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
History is a major focus of the course	The course is concerned with the historical development and institutional workings of the Athenian democracy of the fifth and fourth centuries BCE. This is a paradigm case of making history a major focus of a course. The students learn over the course of the semester to identify historical trends, to explain how events and human choices lead to changes in institutions and ideas, and to understand a historical civilization in its original cultural context. The course also affords students the opportunity to compare ancient with modern and to see the similarities but also the important differences between two versions of "people power" (democracy) from different time periods.	See course description, syllabus p. 1, and readings listed on pp. 5-9
The course examines and explains human development	The course seeks not only to describe the Athenian democracy in terms of its chief institutional and ideological features (e.g. magistracies, assembly, council,	See course description, syllabus p. 1, and in particular the readings list in Weeks 2-4, which establish the historical background to the Classical Athenian democracy

Historical Awareness [H]**Page 4**

as a sequence of events influenced by a variety of factors	courts, political religious rites, ideology of citizenship vis-à-vis excluded others, ideas of freedom and equality) but also to explain how those institutions and ideas came about historically, both looking at the broader Archaic Greek background to fifth- and fourth-century Athenian politics and examining key episodes/milestones that led to the development in question	
There is a disciplined systematic examination of human institutions as they change over time	As stated above, the course examines the gradual emergence of Athenian democracy out of pre-existing Archaic trends. The mature democracy of the late fifth and fourth centuries BCE did not emerge fully formed from the head of Zeus, so to speak, and the course traces the development of democratic institutions (ostracism, the use of the lottery for selecting magistrates, pay for political office, the power of the assembly) over time. We examine the gradual development of these and other institutions: changing criteria for citizenship; the opening up of political offices to different economic and status-based groups; the diminution of the political authority of other groups concomitant with the growth of democracy, in particular citizen women; the growing power of speakers and leaders from outside the ranks of the traditional elite and their effects on Athenian state performance; and the subversion of democratic institutions by oligarchic conspirators in the late fifth century BCE.	See esp. the readings from Weeks 4-9
The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic	The course fulfills this particular criterion by consistently exploring throughout the relationship between broader social and economic trends of Classical Greece and their effect on Athenian democratic institutions and ideas. For example, the strong association in the ancient world between the Athenian democracy, its naval fleet, and its reliance on a cash	Readings from Weeks 6, 11-12, 13-15

context	<p>(rather than strictly agricultural) economy cannot be understood apart from the development of Athens' naval-based empire during the early-to-mid-fifth century BCE (see Week 6). Likewise, Athenian conceptions of citizen freedom and equality cannot be understood without viewing the broader social picture of excluded women, slaves, and resident foreigners (see Weeks 11 and 12). Finally, the last three weeks (13-15) examine the workings of the Athenian legal system against the backdrop of ancient Greek notions of honor, vengeance, family loyalty, and recourse to violence.</p>	
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HST 439 Athenian Democracy

Instructor: Prof. Matt Simonton (Matt.Simonton@asu.edu)

Telephone: 602-543-9833

Office: FAB N258

Office hours: Wednesdays, 3-4pm, and by appointment

Course Prerequisite(s):

ENG 102, 105, or 108 with C or better; minimum 55 hours; Credit is allowed for only HST 439 or HST 494 (Athenian Democracy)

Catalog Description

This discussion-based seminar familiarizes participants with the origins, characteristic institutions, and political ideology of the Athenian democracy of the 5th and 4th centuries BCE. The class will engage with selected topics in the study of Athenian democracy and will give participants an idea of the substance of contemporary debates within scholarship. Topics will include: The origins of the Athenian democracy; women, slaves, and other subordinate social groups within the democracy; elite critique of democratic ideology and episodes of outright civil war; leaders and masses; the role of the court system within the democracy; democracy and the Athenian empire; and violence in Athenian society. The goal of the course, in addition to a greater familiarity with the Athenian democracy, will be a research paper with a well-chosen topic and a distinctive thesis.

Expanded Course Description

In this discussion-based seminar, we will familiarize ourselves with the origins, characteristic institutions, and political ideology of the Athenian democracy of the 5th and 4th centuries BC. In many ways, the Athenian democracy *is* the forerunner of modern liberal democracy, and it has left us a set of terms and ideas that we still employ today in political discourse: ideas of equality and freedom, of the rule of law, and of the sovereignty of the people. At the same time, the Athenian democracy remains fundamentally other: Athens was one among many pre-modern Mediterranean city-states, speaking a different language than ours, and with a markedly different religious tradition. It was also a slave-owning society that denied full political rights to women, resident foreigners, and all of those outside of the ruling native male elite. Nevertheless, because it is both so familiar and so alien, the Athenian democracy continuously offers new ways of understanding our own political ideas and of approaching the world of the past. This class will engage with selected topics in the study of Athenian democracy and will give participants an idea of the substance of contemporary debates within scholarship. Topics will include: The origins of the Athenian democracy; women, slaves, and other subordinate social groups within the democracy; elite critique of democratic ideology and episodes of outright civil war; leaders and masses; the role of the court system within the

democracy; democracy and the Athenian empire; and violence in Athenian society. The goal of the course, in addition to a greater familiarity with the Athenian democracy, will be a research paper with a well-chosen topic and a distinctive thesis.

Course Objectives

This course will teach students about the development and functioning of a political system (in this case the Classical Athenian democracy) within a specific historical context. Especially important will be to understand how and why institutions develop, what ideologies or mentalities underpinned them, and how the system compares with other forms of government both diachronically (Greek regimes before and after the Classical Athenian democracy) and synchronically (competing modes of political organization at the time such as tyranny and oligarchy). The course will also explore how the formal institutions of the constitution interacted with and affected broader elements of the society, including non-citizen-male residents of Athens: women, resident foreigners, slaves, and children.

Learning Outcomes

- Choosing a research topic and shaping an argument in support of a specific thesis
- Thinking critically about primary sources, their original contexts, and specific insights and limitations
- Understanding the theoretical and methodological approaches employed by the secondary sources
- Engaging effectively and respectfully with fellow students in a critical dialogue about the historical material
- Presenting one's own research through oral presentation, and
- Learning to think critically about historical phenomena as contingent outcomes within broader processes of continuity and change

Required Textbooks

- Eric Robinson, *Ancient Greek Democracy: Readings and Sources*. Wiley-Blackwell: 2003. (Referred to in the syllabus as "Robinson.")
- Andrew Wolpert and Konstantinos Kapparis, eds. *Legal Speeches of Democratic Athens: Sources for Athenian History*. Hackett: 2001. (Abbreviated "Wolpert.")
- Aristotle, *Politics*. Ed. Stephen Everson. Revised Student Edition. Cambridge: 1996. (Abbreviated "Arist. Pol." and "Arist. Ath. Pol.")
- Thucydides, *The Peloponnesian War (Oxford World Classics)*. Trans. Martin Hammond, with notes by P. J. Rhodes. Oxford: 2009. (Abbreviated "Thuc.")
- Plutarch, *Greek Lives*. Robin Waterfield, ed. Oxford: 2009. (Abbreviated "Plut.")

Other materials will be made available on Blackboard.

Grading Scheme

For students enrolled in HST 439:

- Attendance and participation (including one instance of leading discussion): 40%
- Weekly discussion questions: 5%
- First paper (4-5 pp.): 20%
- Thesis statement and annotated bibliography for final paper: 10%
- Final paper (12-15 pp.): 25%

For students enrolled in MAS 598:

- Attendance and participation (incl. leading discussion with extended response paper of 2pp.): 50%
- Weekly response papers (1 pp. each): 10%
- Final paper (20-25 pp.): 40%

Explanation: As this is a discussion-based course that meets only once a week, attendance is required and participation extremely important. Absences require a valid excuse; otherwise, 25 points will be deducted from the participation portion of your grade for each absence. *This means you cannot miss four classes and still pass the class.*

At the beginning of the semester we will divide up the weeks so that each participant can lead (or co-lead) one meeting of discussion. On that day you will be responsible for introducing the material and guiding discussion through opening observations for each text under discussion, including scholarly articles. Undergraduates should turn in their introductory notes after leading discussion, while graduate students will be responsible for a 2-pp. version of the usual response paper.

You should come fully prepared to discuss the material each week. I recommend starting the week's readings early (certainly not the night before) and taking notes on them. Students enrolled in HST 439 will need to turn in a sheet every week listing one discussion question for each text covered (this includes both ancient texts and scholarly articles). These will be graded on a simple basis (check minus = 75, check = 85, check plus = 95, or zero if it's clear you haven't done any of the reading or don't turn it in) based on how insightful the questions are. Students in MAS 598 should turn in a one-page double-spaced response paper giving an overview of the texts with critical observations. These response papers will be graded on the same basis.

Students in HST 439 will have two papers, one short and one longer. The first paper will be an overview of a specific political institution of Athens, e.g. the Council of the Areopagus, the Solonian Council of Four Hundred, the Cleisthenic Council, or even more minor offices like the Eleven, the Agoranomoi, the Scythian archer police force, etc. In addition to primary sources I would like to see consultation of modern

scholarly literature on the topics. The purpose of the assignment is to familiarize you with a single institution of Athens and to emphasize to you the degree of questioning and source-seeking required to understand even one such institution in detail. More detailed instructions will emerge later in the semester.

The final paper will be a research paper utilizing primary and secondary sources. You will have to turn in the thesis statement with an annotated bibliography before the final submission. Unlike the first paper, the second paper is not purely descriptive and research-based. It should include (in fact be guided by) a central thesis statement according to which you seek to provide your own answer to an open research question within scholarly debates.

Graduate students will have one long final research paper utilizing primary and secondary sources. I highly recommend meeting with me about your paper and thesis statement before turning in the final product.

PLEASE NOTE that all page lengths listed above (e.g. "4-5 pp.", "20-25 pp.") imply a MINIMUM of 5, 12, 20 (or whatever) *complete* pages. Do not write 4 pp. with one sentence extending onto the third page.

Absence Policy

Students who participate in university-sanctioned activities that require classes to be missed can have an excused absence. (See <http://www.asu.edu/aad/manuals/acd/acd304-02.html>) If you know you are going to be participating in an event that mandates your absence from class, please let me know in advance.

Students who must miss class due to religious practices can have an excused absence. (See <http://www.asu.edu/aad/manuals/acd/acd304-04.html>) If you know you are going to be observing a religious holiday or other practice that mandates your absence from class, please let me know in advance.

Late paper policy

My policy is to deduct a third of a letter grade for each day a paper is late without a valid excuse. So a B+ will automatically become a B, then a B-, etc., for each day it is late. I will not accept papers more than a week late, at which point the grade for that paper automatically becomes zero.

Plagiarism Policy

Please consult the Academic Integrity Policy found at:
<https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf>

Useful sites for avoiding plagiarism can be found at:
<https://provost.asu.edu/academicintegrity>
<http://libguides.asu.edu/integrity>

This is extremely important. It is on you to understand what plagiarism is and how to avoid it. This means not only citing other scholars' work when appropriate but also knowing how to paraphrase another's words and thoughts correctly. If I find plagiarism in your work it will automatically be assigned a grade of zero. Two instances of plagiarism over the course of the semester will result in an automatic failing grade of XE for academic dishonesty.

Students with Disabilities

If you have a disability that affects your ability to attend class, write papers on a set schedule, etc., please let me know sooner rather than later, so that I can best accommodate you. You should also contact the Disability Resource Center on West Campus in order to be qualified as having a disability that requires accommodation (602-543-8145, DRC@asu.edu, and <https://eoss.asu.edu/drc>).

Expected Classroom Behavior

Please put away all cell phones, pagers, and other communication devices during class. Laptop and other computer use is also discouraged in a discussion-based seminar such as this one. Let me know if you feel that the use of your laptop during class is necessary.

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. (See further <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>)

Weekly Course Schedule

Note: Books listed as "further reading" are suggestions only, but may come in handy for research paper topics.

Week 1: January 13: Introduction

Benjamin Constant, "The Liberty of the Ancients as Compared with that of the Moderns": <http://www.uark.edu/depts/comminfo/cambridge/ancients.html>

Week 2: January 20: The Archaic background to Classical Greek politics

Robinson, Ch. 1; Arist. *Pol.* bk. 1; Thuc. 1.1-19

Further reading

S. Morris, "Imaginary kings." In K. Morgan, ed., *Popular Tyranny*. University of Texas

Press, 2003: 1-24.

R. Drews, *Basileus: The Evidence for Kingship in Geometric Greece*. Yale, 1983.

J. K. Davies, "The 'rise of the polis'." In L. Mitchell and P. J. Rhodes, eds., *The Development of the Polis in Archaic Greece*. London, 1997: 13-20 [numbers refer to e-book edition]

I. Morris, "The eighth-century revolution." In K. Raaflaub and H. van Wees, eds., *A Companion to Archaic Greece*. Wiley-Blackwell, 2009: 64-80.

Week 3: January 27: Archaic solutions: Lawgivers, Tyrants, Constitutions

Plut. *Life of Solon*; Arist. *Ath. Pol.* 1-19; Draco's Homicide Law

(Blackboard); R. W. Wallace, "Revolutions and a new order in Solonian Athens and archaic Greece" (Blackboard)

Further reading

J. Salmon, "Lopping off the heads? Tyrants, politics and the *polis*." In L. G. Mitchell and P. J. Rhodes, eds., *The Development of the Polis in Archaic Greece*. London: Routledge, 1997: 31-38 [numbers refer to e-book version]

K.-J. Hölkamp, "Arbitrators, lawgivers, and the 'codification of law' in archaic Greece." *Mètis* 7 (1992): 49-81.

R. Osborne, "Law and laws: How do we join up the dots?" In Mitchell and Rhodes (above): 39-43.

Week 4: February 3: The Athenian Democratic Revolution?

Robinson, Ch. 2 (and check *Ath. Pol.* passages against your copy of Aristotle)

Further reading

M. Ostwald, "The reform of the Athenian state by Cleisthenes." In *The Cambridge Ancient History V²* (1988): 303-46.

J. Ober, "I besieged that man': Democracy's revolutionary start." In Raaflaub, Ober, and Wallace (above): 83-104.

G. Anderson, *The Athenian Experiment*. Ann Arbor: University of Michigan Press, 2003: ch. 2.

K. Raaflaub and R. W. Wallace, "'People's power' and egalitarian trends in archaic Greece." In Raaflaub, Ober, and Wallace (above): 22-48.

Week 5: February 10: Elite Leaders and the Voice of the People in the Early Democracy: The Issue of Ostracism

Plut. *Life of Themistocles*, *Life of Cimon*; Sources on ostracism (Blackboard);

examples of Athenian ostraca (Blackboard); S. Forsdyke, "Exile, Ostracism, and the Athenian Democracy" (Blackboard)

Further reading

M. Ostwald, "The Reform of the Athenian State by Cleisthenes." In the *Cambridge Ancient History*, 2nd ed., vol. 4 (1988): 303-46.

G. Anderson, *The Athenian Experiment*. Ann Arbor, 2003.

S. Forsdyke, *Exile, Ostracism and Democracy*. Princeton, 2005.

K. Raaflaub, "The Breakthrough of *Demokratia* in Mid-Fifth-Century Athens." In K. Raaflaub, J. Ober, and R. W. Wallace, eds., *Origins of Democracy in Ancient Greece*. California, 2007: 105-54.

Week 6: February 17: Fifth-century Athens: Democracy and Empire

Thuc. 1.89-117, 3.36-49, 5.84-fin; Arist. *Ath. Pol.* 20-28; Plut. *Life of Pericles*; Kallet, "Money Talks" (Blackboard)

Further reading

G. E. M. de Ste. Croix, "The character of the Athenian empire." Reprinted in P. Low, ed., *The Athenian Empire*. Edinburgh, 2008: 185-210.

P. J. Rhodes, "Democracy and empire." In L. J. Samons, ed., *The Cambridge Companion to the Age of Pericles*. Cambridge, 2007: 24-45.

L. J. Samons, *What's Wrong with Democracy?* Berkeley: University of California Press, 2004.

K. Raaflaub, "The breakthrough of *demokratia* in mid-fifth-century Athens." In Raaflaub, Ober, and Wallace (above): 105-54.

Week 7: February 24: Athenian Democracy: Political Ideology and Institutions

Robinson, Ch. 4; Arist. *Pol.* bk 4., parts 1-6, bk. 6, parts 1-5; Arist. *Ath. Pol.* 42-end

PAPER 1 due at the beginning of class

Further reading

R. Balot, "Courage in the democratic *polis*." *Classical Quarterly* 54 (2004): 406-23.

M. Edge, "Athens and the spectrum of liberty." *History of Political Thought* 30 (2009): 1-45.

J. Ober, *Democracy and Knowledge*. Princeton: 2008

M. H. Hansen, *The Athenian Democracy in the Age of Demosthenes*. University of Oklahoma Press, 1999.

Week 8: March 3: Demagogues, Masses, and Public Rhetoric

Robinson, Ch. 5 (but OMIT Demosthenes "Against Meidias" and two articles about it); The "Old Oligarch," *The Constitution of Athens* (Blackboard); Thuc. 6.1, 6.8-31; Plut. *Life of Alcibiades*

Further reading

M. I. Finley, "Athenian demagogues," *Past and Present* 21 (1962): 3-24.

J. Ober, *Mass and Elite in Democratic Athens*. Princeton, 1989.

W. Eder, "Aristocrats and the coming of Athenian democracy." In I. Morris and K. Raaflaub, eds., *Democracy 2500?* Dubuque, IA: 1998: 105-40.

W. R. Connor, "Civil society, Dionysiac festival, and the Athenian democracy." In J. Ober and C. Hedrick, eds., *Demokratia*. Princeton, 1996: 217-26.

March 10 **SPRING BREAK: NO CLASS**

Week 9: March 17: Oligarchy in Athens

Thuc. bk. 8; Arist. *Ath. Pol.* 29-41; Xenophon, *Hellenica* book 2 (Blackboard); R. Osborne, "Changing the Discourse" (Blackboard)

Further reading

P. J. Rhodes, "Oligarchs in Athens." In R. Brock and S. Hodkinson, eds., *Alternatives to Athens*. Oxford, 2000: 119-36.

P. Krentz, *The Thirty at Athens*. Ithaca: Cornell University Press, 1982.

J. L. Shear, *Polis and Revolution: Responding to Oligarchy in Classical Athens*. Cambridge, 2011 (esp. chs. 2 and 6)

Week 10: March 24: The Aftermath of Oligarchy: Amnesty or Vengeance?

Review Arist. *Ath. Pol.* 38-40; Xenophon, *Hellenica* 2.4.38-43 (Blackboard); Lysias, "Against Eratosthenes" (Wolpert); Plato, *Apology* (Blackboard); J. Quillin, "Achieving Amnesty" (Blackboard)

Further reading

A.P. Dorjahn, *Political Forgiveness in Old Athens*. New York, 1970.

T.C. Loening, *The Reconciliation of 403/2 BC in Athens*. Stuttgart, 1987.

A. Wolpert, *Remembering Defeat: Civil War and Civic Memory in Ancient Athens*. Baltimore: The Johns Hopkins University Press, 2002

N. Loraux, *The Divided City: On Memory and Forgetting in Athens*. New York, 2002.

Week 11: March 31: The Limits of Athenian Democracy 1: Women

Robinson, Ch. 6 (but OMIT essay by Osborne); Demosthenes "Against Spudias" (Wolpert); Lysias 32 "Against Diogeiton" (Blackboard)

Further reading

D. M. Schaps, "What was free about a free Athenian woman?" *Transactions of the American Philological Association* 128 (1998): 161-188.

S. Johnstone, "Women, property and surveillance." *Classical Antiquity* 22 (2003): 247-74.

B. Goff, *Citizen Bacchae: Women's Ritual Practice in Ancient Greece*. California, 2004.

Week 12: April 7: The Limits of Athenian Democracy 2: Metics and Slaves

Aristophanes, *Frogs* (Blackboard); lead letter from the Athenian Agora (Blackboard); Lysias 23 "Against Pancleon" (Wolpert); Isaeus "On Behalf of Euphiletus" (Wolpert); Robinson Ch. 6, Osborne's essay

Further reading

D. Kamen, *Status in Classical Athens*. Princeton, 2013.

K. Vlassopoulos, "Slavery, freedom, and citizenship in classical Athens." *European Review of History* 16 (2009): 347-63.

C. Patterson, "Other sorts: Slaves, foreigners, and women in Periclean Athens." In Samons, ed., *The Cambridge Companion to the Age of Pericles*. Cambridge, 2007: 153-78.

P. Cartledge, "The political economy of Greek slavery." In P. Cartledge, E. Cohen, and L. Foxhall, eds., *Money, Labour and Land*. London, 2002.

Week 13: April 14: The Athenian Court System 1: Justice, Politics, or Both?

Review *Ath. Pol.* 63-69 (on the jury); Lysias, "For Mantiachus" (Blackboard*** FIX THIS: IN WOLPERT); Aeschines, "Against Timarchus" (Wolpert); P. J. Rhodes, "Enmity in Fourth-Century Athens" (Blackboard)

Final paper thesis statements and bibliogr. due at start of class

Further reading

D. M. MacDowell, *The Law in Classical Athens*. Cornell, 1986.

S. C. Todd, *The Shape of Athenian Law*. Oxford, 1993.

A. Lanni, *Law and Justice in the Courts of Athens*. Cambridge, 2008.

M. Gagarin and D. Cohen, eds. *The Cambridge Companion to Ancient Greek Law*. Cambridge, 2005.

E. Carawan, *The Athenian Amnesty and Reconstructing the Law*. Oxford, 2013.

Week 14: April 21: The Athenian Court System 2: Political Feuding in the Courts

Demosthenes, "Against Meidias" (Wolpert – and check also Robinson's introductory notes in Ch. 5); articles by Wilson and Ober in Robinson Ch. 5

Further reading

S. Johnstone, *Disputes and Democracy*. Austin, 1999.

D. Cohen, *Law, Violence and Community in Classical Athens*. Cambridge, 1995.

G. Herman, *Morality and Behaviour in Democratic Athens*. Cambridge, 2006.

Week 15: April 28: Law and Violence in Democratic Athens

Lysias 1 "On the Murder of Eratosthenes" (Wolpert); Demosthenes "Against Conon" (Wolpert); Lysias "Against Simon" (Blackboard); G. Herman, "How Violent Was Athenian Society?" (Blackboard)

Further reading

A. Lintott, *Violence, Civil Strife and Revolution in the Classical City*. Baltimore, 1981.

H. van Wees, ed., *War and Violence in Ancient Greece*. London, 2000.

D. Cohen and G. Herman, as above.

Final papers due May 5 via email by 5pm

CONTENTS

<i>General Introduction</i>	viii
<i>Translator's Note</i>	xxvii
<i>Select Bibliography</i>	xxviii
<i>Chronology</i>	xxx
<i>Maps</i>	xxxiii
GREEK LIVES	I
Lycurgus	3
Solon	42
Themistocles	78
Cimon	112
Pericles	140
Nicias	180
Alcibiades	218
Agessilaus	260
Alexander	306
<i>Appendix: Measures of Money, Weight, Capacity, Length</i>	382
<i>Explanatory Notes</i>	383
<i>Textual Notes</i>	463
<i>Index of Literary and Historical Sources Cited by Plutarch</i>	466
<i>Index of Proper Names</i>	470

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Contents

<i>Acknowledgements</i>	page vii
<i>Introduction</i>	ix
<i>Note on the texts</i>	xxxviii
<i>Principal events</i>	xxxix
<i>A guide to further reading</i>	xi

The Nicomachean Ethics, BOOK X, CHAPTER 9

The Politics

BOOK I

1-2, The nature of the state; 3-13, The household and
its constituents - slaves, property, children and wives

BOOK II

Discussion of ideal states: 1-5, *Republic*; 6 *Laws*;

7, Phaleas; 8, Hippodamus

Discussion of existing states: 9, Sparta; 10, Crete;

11, Carthage; 12, Lawgivers

BOOK III

1-5, The citizen; 6-13, Classification of constitutions;

14-18, monarchy

BOOK IV

1-10, Constitutional variations; 11-13, The ideal state;

14-16, Guidelines for legislators

Contents

<i>Preface</i>	<i>vi</i>
<i>Introduction</i>	<i>ix</i>
<i>Abbreviations</i>	<i>xxx</i>
Antiphon 6: On the Chorister	1
Lysias 1: On the Murder of Eratosthenes	17
Lysias 12: Against Eratosthenes	29
Lysias 16: For Mantisheus	52
Lysias 23: Against Pancleon	59
Lysias 24: On the Suspension of the Benefit of the Disabled Man	65
Isaeus 12: On Behalf of Euphiletus	73
Demosthenes 21: Against Meidias	79
Demosthenes 32: Against Zenothemis	137
Demosthenes 41: Against Spudias	150
[Demosthenes] 53: Apollodorus against Nicostratus	161
Demosthenes 54: Against Conon	172
[Demosthenes] 59: Against Neaera by Apollodorus	187
Aeschines 1: Against Timarchus	227
<i>Glossary</i>	<i>279</i>
<i>Bibliography</i>	<i>285</i>
<i>Index</i>	<i>293</i>

PREFACE

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The representation in English of Greek names (people and places) poses a familiar problem, to which there is no obvious or universally accepted solution. The practice I have adopted in this translation is no more consistent than any other. I broadly Latinize (e.g. *-us* for *-os* or *-ous*, and *c* for *k*), but mostly retain *-et-* (e.g. Peiraeus, Deceleia), and *-ou-* where that assists the pronunciation (e.g. Thrasymboulos rather than Thrasymbulus) or otherwise has claim on aesthetic or etymological grounds.

MARTIN HAMMOND

I add my thanks to Judith Luna, for inviting me to join in this enterprise and for her help on various points; and to Simon Hornblower and the Press, for letting us see in advance the third volume of his *Commentary on Thucydides* and adapt one of his maps. I thank Oxbow Books, as successors to Aris & Phillips, for permission to reuse here, at a different level and in a different way, some material from my editions of Books 2, 3, and 4.1-5.24. Above all I thank Martin Hammond, for being a stimulating, alert, and genial collaborator: my understanding of Thucydides is less inadequate now than it was before we started.

P. J. R.

CONTENTS

<i>Abbreviations</i>	viii
<i>Introduction</i>	ix
<i>Select Bibliography</i>	liv
<i>Summary and Analysis</i>	lviii
THE PELOPONNESIAN WAR	i
<i>Appendix: Weights, Measures, and Distances; Money; Calendar</i>	473
<i>Explanatory Notes</i>	475
<i>Notes on the Greek Text</i>	633
<i>Index</i>	644
<i>Maps</i>	709

Contents

<i>Preface</i>	viii
<i>Acknowledgments</i>	x
<i>Abbreviations</i>	xii
<i>Map 1</i>	xiii
<i>Map 2</i>	xiv
Ancient Greek Democracy: A Brief Introduction	1
1 Prelude to Democracy: Political Thought in Early Greek Texts	7
Introduction	7
<i>Sources</i>	
Homer, <i>Iliad</i> 1.1–305, 2.1–282	8
Homer, <i>Odyssey</i> 2.1–259	21
Hesiod, <i>Theogony</i> lines 81–97; <i>Works and Days</i> lines 213–269	26
<i>Readings</i>	
Homer and the Beginning of Political Thought in Greece	28
<i>Kurt A. Raaflaub</i>	
Commentary on Raaflaub	41
<i>Lowell Edmunds</i>	
Equality and the Origins of Greek Democracy	45
<i>Ian Morris</i>	
Further Reading	74
2 The Beginnings of the Athenian Democracy: Who Freed Athens?	76
Introduction	76
<i>Sources</i>	
Aristotle, <i>Constitution of the Athenians</i> 5–12	77

Herodotus, <i>Histories</i> 5.62–78	81
Thucydides, <i>History of the Peloponnesian War</i> 6.53–59	86
Aristotle, <i>Constitution of the Athenians</i> 18–22	88
Aristotle, <i>Politics</i> 1275b34–39, 1319b2–27	92
The Athenian Archon List	93
Drinking Song Celebrating Harmodius and Aristogeiton	93
<i>Readings</i>	
The Athenian Revolution of 508/7 BC: Violence, Authority, and the Origins of Democracy	95
<i>Josiah Ober</i>	
Revolution or Compromise?	113
<i>Loren J. Samons II</i>	
Further Reading	122
3 Popular Politics in Fifth-century Syracuse	123
Introduction	123
<i>Sources</i>	
Thucydides, <i>History of the Peloponnesian War</i> 6.34–36, 38–41	123
Aristotle, <i>Politics</i> 1315b35–9, 1316a30–4, 1304a18–29	125
Diodorus, <i>Library of History</i> 11.67–68, 72–73, 76, 86–87	126
<i>Readings</i>	
Sicily, 478–431 BC	131
<i>David Asheri</i>	
Revolution and Society in Greek Sicily and Southern Italy	135
<i>Shlomo Berger</i>	
Democracy in Syracuse, 466–412 BC	140
<i>Eric W. Robinson</i>	
Further Reading	151
4 Liberty, Equality, and the Ideals of Greek Democracy	152
Introduction	152
<i>Sources</i>	
Herodotus, <i>Histories</i> 3.80–82	152
Euripides, <i>Suppliant Women</i> 346–57, 403–50	154
Thucydides, <i>History of the Peloponnesian War</i> 2.37–42	156
Aristotle, <i>Politics</i> 1292b21–34, 1317a40–1318a10	158
<i>Readings</i>	
Shares and Rights: “Citizenship” Greek Style and American Style	159
<i>Martin Ostwald</i>	
The Ancient Athenian and the Modern Liberal View of Liberty as a Democratic Ideal	171
<i>Mogens Herman Hansen</i>	
Further Reading	183

5	Power and Rhetoric at Athens: Elite Leadership versus Popular Ideology	185
	Introduction	185
	<i>Sources</i>	
	Thucydides, <i>History of the Peloponnesian War</i> 2.65.1–11	185
	Demosthenes 21, <i>Against Meidias</i> 1–8, 12–21, 42–50, 70–87, 95–99, 110–112, 123–131, 136–159, 193–197, 208–212, 219–227	187
	<i>Readings</i>	
	Who Ran Democratic Athens?	201
	<i>P. J. Rhodes</i>	
	Demosthenes 21 (<i>Against Meidias</i>): Democratic Abuse	211
	<i>Peter J. Wilson</i>	
	Power and Oratory in Democratic Athens: Demosthenes 21, <i>Against Meidias</i>	232
	<i>Josiah Ober</i>	
	Further Reading	247
6	Limiting Democracy: The Political Exclusion of Women and Slaves	248
	Introduction	248
	<i>Sources</i>	
	Thucydides, Pericles' Funeral Oration (<i>History of the Peloponnesian War</i> 2.44–6)	249
	Pseudo-Xenophon, <i>The Constitution of the Athenians</i> 1; 4–8.1; 10–12	250
	Aristophanes, <i>The Assemblywomen</i> , lines 57–244, 427–476, 877–889, 938–1056	251
	Aristotle, <i>Politics</i> 1253b1–33, 54a10–24, b7–15, 59a37–b4; 1274b32–1275a34, b19–23; 1319b2–32	262
	<i>Readings</i>	
	The Economics and Politics of Slavery at Athens	265
	<i>Robin Osborne</i>	
	Women and Democracy in Fourth-century Athens	281
	<i>Michael H. Jameson</i>	
	Women and Democracy in Ancient Greece	292
	<i>Marilyn Katz</i>	
	Further Reading	312
	<i>Glossary of Greek Names and Terms</i>	313
	<i>Index</i>	315