Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>New College of Interdisciplinary Arts and Sciences</th>
<th>Department</th>
<th>School of Humanities, Arts &amp; Cultural Studies</th>
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<tr>
<td>Prefix</td>
<td>HST</td>
<td>Number</td>
<td>Title</td>
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<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td>If yes, please identify course(s): N/A</td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td>If so, list all academic units offering this course: N/A</td>
<td></td>
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</tbody>
</table>

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.

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

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 (SQ/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
**Department Chair/Director approval:** *(Required)*

<table>
<thead>
<tr>
<th>Chair/Director name (Typed):</th>
<th>Louis Mendoza</th>
<th>Date:</th>
<th>10/13/16</th>
</tr>
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<tr>
<td>Chair/Director (Signature):</td>
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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:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>1. History is a major focus of the course. syllabus</td>
</tr>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors. syllabus</td>
</tr>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time. syllabus</td>
</tr>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. syllabus</td>
</tr>
</tbody>
</table>

**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.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History is a major focus of the course</td>
<td>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 &quot;people power&quot; (democracy) from different time periods.</td>
<td>See course description, syllabus p. 1, and readings listed on pp. 5-9</td>
</tr>
<tr>
<td>The course examines and explains human development</td>
<td>The course seeks not only to describe the Athenian democracy in terms of its chief institutional and ideological features (e.g. magistracies, assembly, council,</td>
<td>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</td>
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<tr>
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<td>as a sequence of events influenced by a variety of factors</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>There is a disciplined systematic examination of human institutions as they change over time</td>
<td>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.</td>
<td>See esp. the readings from Weeks 4-9</td>
</tr>
<tr>
<td>The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic</td>
<td>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</td>
<td>Readings from Weeks 6, 11-12, 13-15</td>
</tr>
<tr>
<td>context</td>
<td>(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.</td>
<td></td>
</tr>
</tbody>
</table>
HST 439 Athenian Democracy

**Instructor:** Prof. Matt Simonton ([Matt.Simonton@asu.edu](mailto: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
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 respectively 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.”)

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](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](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

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

Week 4: February 3: The Athenian Democratic Revolution?
Robinson, Ch. 2 (and check Ath. Pol. passages against your copy of Aristotle)

Further reading

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

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

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

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

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*


**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*


**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*


**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*


Week 13: April 14: The Athenian Court System 1: Justice, Politics, or Both?
Review Ath. Pol. 63-69 (on the jury); Lysias, “For Mantitheus” (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

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

Week 15: April 28: Law and Violence in Democratic Athens
Lysias 1 “On the Murder of Eratosthenes” (Wolpert); Demosthenes “Against Conan” (Wolpert); Lysias “Against Simon” (Blackboard); G. Herman, “How Violent Was Athenian Society?” (Blackboard)

Further reading
D. Cohen and G. Herman, as above.

*Final papers due May 5 via email by 5pm*
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BOOK II
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7, Phleas; 8, Hippodamus
Discussion of existing states: 9, Sparta; 10, Crete;
11, Carthage; 12, Lawgivers

BOOK III
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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 e for ἐ), but mostly retain -ei- (e.g. Peiraeus, Deceleia), and -ou- where that assists the pronunciation (e.g. Thrasybulus rather than Thrasybulus) or otherwise has claim on aesthetic or etymological grounds.

MARTIN HAMMOND

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