HIST600: CITIZENS AND SLAVES IN THE ANCIENT GREEK WORLD

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Office hours: Monday 2-3pm, Tuesday 3-4pm (or by appointment)
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Citizenship was a key feature of ancient Greek political life, but even in the most democratic cities (that is, those with the least restrictive definition of citizenship) only about a third to a half of the population were actually citizens. The rest of the population was made up of slaves, foreigners, and Greeks from other cities. This course explores the social history of the fifth and fourth-century BCE Greek world through the prism of citizenship and non-citizenship. Who were the other groups in Greek cities, what did they do, and how do we know about them? How did citizens define themselves in relation to non-citizens (and vice versa) and what duties and responsibilities did they have? How did these groups interact with one another and what measures were used to define, or blur, status? Was the interaction between citizens and non-citizens antagonistic or hospitable? In exploring questions like these students will develop their knowledge of the ancient world in addition to refining their historical and analytical skills.

Aims
• to think about the Greek city and the different status groups within it
• to think about how we think about the Greek city and those status groups
• to develop analytical skills for interpreting ancient evidence and modern scholarship

Assessment
Library treasure hunt Pass/fail
Class discussion 10%
Source analysis exercise 20%
Research paper 70%

Research paper breakdown
Proposal 10%
Draft 10%
Final paper 50%

Source analysis
Each week a student will lead the discussion on a specified source (either ancient evidence or an article review). This will help develop both analytical and presentational skills as well as providing familiarity with evidence and scholarship. These presentations will form the basis of discussion for the remainder of the seminar so please ensure that you have done the readings even if you are not presenting that week.
Presentations should be approx. 10-15 minutes long.

Research paper
The research paper is the major piece of work for this course. You will need (with guidance) to identify a topic on which you wish to write, draw up a proposal which identifies your research question, the ancient evidence which you will consult and the most relevant bibliographical items. We will then discuss your paper before you submit a 5-10 page draft and again before the final deadline.

How do I write a good paper?
If you would like some help organizing ideas for your paper or some constructive criticism of a draft, you have two options:
(i) Make an appointment to see a Writing Center instructor (www.writing.wisc.edu).
(ii) New this semester, the History Lab is a resource center where experts (TAs) will assist you with your history papers. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff are here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: http://go.wisc.edu/hlab

Both of these options can help you with the ‘nuts and bolts’ of presentation, whereas your professors are best placed to comment on the substance of your ideas. Working together, we can help you improve your historical skills as well as your writing.

You might also like to take advantage of the library research training. These sessions will help you wade through the masses of information at your fingertips and decide what is a good (and what is a bad) research strategy. See http://researchguides.library.wisc.edu/introhist for more information and up-to-date Introduction to Historical Research session schedules.

Proposal
The proposal consists of a 1-2 page outline of your question with appropriate source material and bibliography.

Deadline: Tuesday 27 October

Draft paper
In order to provide you with the most effective feedback, I will read a draft of your paper, but you will need to submit more than incomprehensible notes. Drafts need to be structured, as much as possible, as if they were your final paper: you need to write in complete sentences, provide proper references, and give me a sense of your argument and writing style.

Length: 5-10 pages (1.5 or double spaced, size 12 font).
Deadline: Tuesday 24 November.
**Final paper**
The final paper will address your research question, demonstrate your understanding of the issues of the course, and your familiarity with the ancient evidence and modern scholarship.

Length: 15-20 pages (1.5 or double spaced, size 12 font).
Deadline: **Tuesday 15 December**.

**Marking criteria**

Characteristics of an A paper:

An A paper is clearly argued and has a well-articulated thesis. It is clear, right from the beginning, where the argument is going and what is at stake in discussing the question posed. It demonstrates careful analysis of ancient source material and excellent knowledge of the relevant scholarship, and shows how the author has thoughtfully considered this material and used it to answer the question. It is laid out in an appropriate academic style (i.e. with correct referencing) and is written in excellent English with no grammatical or spelling errors. There will be no significant proofreading mistakes.

Characteristics of a B paper:

A B paper has a thesis and demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question. It has a coherent structure and synthesizes scholarship well. It shows clear evidence of in-depth reading, with substantial coverage of appropriate evidence. It is well-presented, with detailed referencing in an acceptable style and a properly formatted bibliography. It has a fluent style, with few errors of spelling, punctuation or grammar.

Characteristics of a C paper:

The thesis of a C paper will be unclear or it will not adequately answer the question posed. It has an adequate structure, usually drawing heavily on class work or other direct teaching. It shows evidence of limited reading or misunderstanding of material. The claims made are not supported by the evidence cited. It is adequately presented, with some referencing of sources and a short bibliography. The style of writing is straightforward or simplistic, and it may include some errors of spelling, punctuation or grammar. It will be poorly proofread.

Characteristics of a D paper:

A D paper will have no thesis or does not otherwise answer the question posed. It will be poorly written or presented and will show deficiencies in understanding of the ancient evidence or scholarship. The claims made will be unsubstantiated.

Characteristics of an F paper:

An F paper will have been submitted late and/or will demonstrates no understanding of the subject. It will fails to address the question in any meaningful way. Information supplied is largely erroneous or has little or no relevance to the question. It is poorly presented with significant errors of spelling, punctuation or grammar.
Textbook
You will need to refer to the following throughout the course:


Other useful works:


Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Discussion theme</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Sept 1</td>
<td>Introduction: citizens, non-citizens and the <em>polis</em></td>
<td>Kamen 2013</td>
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<td></td>
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<td>C. Patterson 2007</td>
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<td>Week 2</td>
<td>Sept 8</td>
<td>No class: library treasure hunt</td>
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<td>Week 3</td>
<td>Sept 15</td>
<td>Citizens &amp; democracy (Athens)</td>
<td>[Demosthenes] 59</td>
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<td></td>
<td></td>
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<td>Hamel 2003: ch. 3</td>
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<td>Week 4</td>
<td>Sept 22</td>
<td>Citizens &amp; oligarchy (Sparta)</td>
<td><em>Xenophon, Constitution of the Spartans</em></td>
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<td>Finley 1981c: 24-40</td>
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<td>Week 5</td>
<td>Sept 29</td>
<td>Approaches to citizenship: Citizens, the <em>polis</em> and the Other</td>
<td>Cartledge 1993: ch. 1, 5</td>
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<td>Vlassopoulos 2007: 52-67</td>
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<td>Week 6</td>
<td>Oct 6</td>
<td>Metics</td>
<td>Antipatros’ funerary stele</td>
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<td>Osborne 2011: ch. 5</td>
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<td>Stager 2005</td>
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Week 7  Oct 13  Slaveries 1: slaves in the household  
  Lysias 1  
  Golden 2011  
  Wolpert 2001  

Week 8  Oct 20  Slaveries 2: helots and other dependent labour  
  Talbert 1989  
  Cartledge 1991  

Week 9  Oct 27  Approaches to slavery  
  Hunt 2015  
  DuBois 2008: ch. 2  
  Forsdyke 2012: ch. 2  

Proposals due

Week 10  Nov 3  Freedmen  
  Kamen 2011  
  Akrigg 2015  

Week 11  Nov 10  Nothoi  
  C. Patterson 1990  
  Ogden 1997: ch. 6  

Week 12  Nov 17  Evaluating status  
  Finley 1981a, 1981b; Vlassopoulos 2009  

Week 13  Nov 24  No class: work on papers (drafts due)  

Week 14  Dec 1  No class: individual meetings  

Week 15  Dec 8  No class: individual meetings  

Final term paper due

Bibliography


