

HIST600: CITIZENS AND SLAVES IN THE ANCIENT GREEK WORLD

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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 synthesises 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 demonstrate no understanding of the subject. It will fail 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:

Kamen, D. (2013) *Status in Classical Athens*. Princeton: Princeton University Press.

Other useful works:

Finley, M.I. (1981) *Economy and Society in Ancient Greece* edited by B.D. Shaw & R.P. Saller. New York: Penguin [out of print, but available cheaply second hand; a masterful collection of essays on topics related to this course].

Fisher, N.R.E. (1993) *Slavery in Classical Greece*. London: Bristol Classical Press [a very quick introductory text].

Vlassopoulos, K. (2007) *Unthinking the Greek Polis: Ancient Greek History beyond Eurocentrism*. Cambridge: Cambridge University Press [a good – though wide-ranging – overview of historiography relevant to this class].

Wiedemann, T. (1981) *Greek and Roman Slavery*. London & New York: Routledge [a useful sourcebook on slavery, but note that it includes Roman material too].

Schedule

Week	Date	Discussion theme	Readings
Week 1	Sept 1	Introduction: citizens, non-citizens and the <i>polis</i>	Kamen 2013 C. Patterson 2007
Week 2	Sept 8	No class: library treasure hunt	
Week 3	Sept 15	Citizens & democracy (Athens)	[Demosthenes] 59 Hamel 2003: ch. 3
Week 4	Sept 22	Citizens & oligarchy (Sparta)	Xenophon, <i>Constitution of the Spartans</i> Finley 1981c: 24-40
Week 5	Sept 29	Approaches to citizenship: Citizens, the <i>polis</i> and the Other	Cartledge 1993: ch. 1, 5 Vlassopoulos 2007: 52-67
Week 6	Oct 6	Metics	Antipatros' funerary stele Osborne 2011: ch. 5 Stager 2005

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
		<i>Proposals due</i>	
Week 10	Nov 3	Freedmen	Kamen 2011 Akrigg 2015
Week 11	Nov 10	<i>Nothoi</i>	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

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- DuBois, P. (2008) *Slaves and other Objects*. Chicago: University of Chicago Press.
- Ducat, J. (2002) 'The obligations of helots', in *Sparta*, edited by M. Whitby. Edinburgh: Edinburgh University Press, 196-211.
- Finley, M.I. (1981a) 'Between slavery and freedom', in *Economy and Society in Ancient Greece*, edited by B. D. Saller and R. P. Shaw. New York: Penguin, 116-32.

- . (1981b) 'The servile statuses of ancient Greece', in *Economy and Society in Ancient Greece*, edited by B. D. Saller and R. P. Shaw. New York: Penguin, 133-49.
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- Forsdyke, S. (2012) *Slaves Tell Tales. And Other Episodes in the Politics of Popular Culture in Ancient Greece*. Princeton: Princeton University Press.
- Golden, M. (2011) 'Slavery and the Greek family', in *The Cambridge World History of Slavery. Volume 1: The Ancient Mediterranean World*, edited by K. Bradley and P. Cartledge. Cambridge: Cambridge University Press, 134-52.
- Hamel, D. (2003) *Trying Neaira: The True Story of a Courtesan's Scandalous Life in Ancient Greece*. New Haven: Yale University Press.
- Hunt, P. (2015) 'Trojan slaves in Classical Athens: Ethnic identity among Athenian slaves', in *Communities and Networks in the Ancient Greek World*, edited by C. Taylor and K. Vlassopoulos. Oxford: Oxford University Press, 128-54.
- Kamen, D. (2011) 'Reconsidering the status of *khōris oikountes*', *Dike* 11: 43-53.
- . (2013) *Status in Classical Athens*. Princeton: Princeton University Press.
- Ogden, D. (1997) *Greek Bastardy in the Classical and Hellenistic Periods*. Oxford: Oxford University Press.
- Osborne, R. (2011) *The History Written on the Classical Greek Body*. Cambridge: Cambridge University Press.
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- . (2007) 'Other Sorts: Slaves, Foreigners, and Women in Periclean Athens', in *The Cambridge Companion to the Age of Pericles*, edited by L. J. Samons. New York: Cambridge University Press, 153-78.
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- Stager, J.M.S. (2005) "'Let no one wonder at this image": a Phoenician funerary stele in Athens', *Hesperia* 74 (3): 427-49.
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Cambridge: Cambridge University Press.
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