

## **HIST201: THE HISTORIAN'S CRAFT**

### **ATHENIAN DEMOCRACY**

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Office hours: Monday 3.30-4.30pm, Wednesday 11.30-12.30pm  
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Office hours: Monday 11am-1pm

**Meetings:** MWF 9.55-10.45 (Memorial Library 424)  
307: Th 9.55-10.45 (HUM 2221)  
308: Th 11.00-11.50 (HUM 2619)  
309: Th 1.20-2.10 (HUM 2211)

#### **Course description**

The "Historian's Craft" courses offer an opportunity to experience the excitement and rewards of doing original historical research and conveying the results of that work to others. Through engagement with varying source materials, the courses encourage undergraduates to become historical detectives who can define important historical questions, collect and analyze evidence, present original conclusions, and contribute to ongoing discussions. These are the skills we have defined as central to the history major.

With that in mind, this course explores some key issues in the ancient practice and modern discussion of Athenian democracy. It will examine democratic values, institutions, rhetoric, and sociology in order to provide students with the basic tools to understand democracy in both its ancient and modern context. It will engage with a variety of source material (literary, archaeological, epigraphic) in order to develop multiple skills of interpretation.

Some key questions we will seek to answer here: What are the key features of Athenian democracy and how did it differ from modern democracy? Why did the Athenians think voting was undemocratic? How did they reconcile citizen egalitarianism with social inequalities? (or, why were women and slaves excluded from political power?) To what extent did the wealthy elite support democracy? Were there social tensions between the rich and the poor?

#### **Learning outcomes**

Upon successful completion of this course, students will be prepared to undertake substantial historical research and writing in a variety of courses, including the HIST 600 seminar. Specific goals for this course include learning to:

**1. Ask Questions:** develop the habit of asking questions, including questions that may generate new directions for historical research.

- Develop historical questions through engagement with primary sources, secondary literature, and/or broader ethical, theoretical, or political questions.
- Ask historical questions to guide individual research.
- Pose questions to prompt productive group discussion.

**2. Find Sources:** learn the logic of footnotes, bibliographies, search engines, and libraries, and consult them to identify and locate source materials.

- Identify the purposes, limitations, authorities, and parameters of various search engines available both through the library and on the world-wide web.
- Take advantage of the range of library resources, including personnel.
- Locate printed materials, digital materials, and other objects.
- Be aware of, and able to use, interlibrary loan.

**3. Evaluate Sources:** determine the perspective, credibility, and utility of source materials.

- Distinguish between primary and secondary material for a particular topic.
- Determine, to the extent possible, conditions of production and preservation.
- Consider the placement of sources in relation to other kinds of documents and objects.
- Identify the perspective or authorial stance of a source.
- Summarize an argument presented in a text.
- Distinguish between the content of a source and its meaning in relation to a particular question.

**4. Develop and Present an Argument:** use sources appropriately to create, modify, and support tentative conclusions and new questions.

- Write a strong, clear thesis statement.
- Revise and rewrite a thesis statement based on additional research or analysis.
- Identify the parts of an argument necessary to support a thesis convincingly.
- Cite, paraphrase, and quote evidence appropriately to support each part of an argument.

**5. Plan Further Research:** draw upon preliminary research to develop a plan for further investigation.

- Write a research proposal, including a tentative argument, plan for research, annotated bibliography, and abstract.
- Identify the contribution of an argument to existing scholarship.

**6. Communicate Findings Effectively:** make formal and informal, written and oral presentations tailored to specific audiences.

- Write a clearly argued, formal academic paper, using appropriate style and bibliographic apparatus.

- Deliver a concise, effective, formal verbal presentation with appropriate supporting material.
- Contribute constructively to discussion, whether proposing or responding to an idea.

### **Credit hours**

This 4-credit course has 4 hours of group meetings per week (each 50 minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

### **Reading**

You will need a copy of:

Rampolla, M.L. *A Pocket Guide to Writing in History*. 9th edition. Boston: Bedford/St Martins, 2018

Not compulsory, but highly recommended:

Cartledge, P. *Democracy: A Life*. Oxford: Oxford University Press, 2016

Hansen, M.H. *The Athenian Democracy in the Age of Demosthenes: Structures, Principles and Ideology*. Oxford: Blackwell, 1999.

Ober, J. *Mass and Elite in Democratic Athens: Rhetoric, Ideology, and the Power of the People*. Princeton: Princeton University Press, 1989.

An indispensable guide to writing:

Strunk, W. and E.B. White. *The Elements of Style*. 4th edition. Boston: Allyn and Bacon, 1999.

### **Your responsibilities**

All classes are compulsory and will include lectures, discussions, and student-led group activity. The aim of classes are for you to learn, therefore you need to be **active in your own learning**. This means you need to come to class, do the assigned readings, and participate in class activities. If you do this, you will get much more out of the course.

In summary, your responsibilities are to:

- Attend all sessions (or email the professor in advance of any absence)
- Take notes in class and participate in class activities
- Prepare for class by doing the assigned readings
- Prepare the assignments to the best of your ability and submit them by the deadline

### **Class topics**

#### **Week 1: Introduction**

Wed 22 Jan: Introduction

Fri 24 Jan: Athens in the classical period

### **Reading**

Liddel, P. "Democracy ancient and modern." In *A Companion to Greek and Roman Political Thought*, edited by R. K. Balot. Oxford: Wiley-Blackwell, 2009, 133-48.

### **Part 1: Primary sources**

#### **Week 2: Democratic theory**

Mon 27 Jan: What is democracy?

Wed 29 Jan: Democratic values and ideology

Fri 31 Jan: Reading primary sources

### **Reading**

Thucydides 2.34-46: Pericles' funeral speech

Rampolla, M.L. *A Pocket Guide to Writing in History*. 9th edition. Boston: Bedford/St Martins, 2018, ch. 1 and 3 (henceforth Rampola)

Cartledge, P. *Democracy: A Life*. Oxford: Oxford University Press, 2016, ch. 6.

#### **Week 3: Democratic practice**

Mon 3 Feb: Decision making in a direct democracy: the Assembly

Wed 5 Feb: Other democratic institutions

**Assignment 1 due:** Bring to section on Thursday 6 February

Fri 7 Feb: Finding sources

### **Reading**

Herodotus 3.80-2; Euripides, *Suppliant Women* 346-57, 403-50; Aristotle, *Politics* 1292b21-34, 1317a40-1318a10

Hansen, M.H. 1991. *The Athenian Democracy in the Age of Demosthenes: Structures, Principles and Ideology*. Oxford: Blackwell, ch. 6, 10, 11

Ober, J. 1989. *Mass and Elite in Democratic Athens: Rhetoric, Ideology, and the Power of the People*. Princeton: Princeton University Press, ch. 1, 3

Rampolla ch. 2

#### **Week 4: 'Local' and 'national' democracy**

Mon 10 Feb: Demes and local democracy

Wed 12 Feb: Critics and criticism

**Assignment 2a (draft) due:** Bring to section on Thursday 13 February

Fri 14 Feb: Finding Ancient History sources

### **Reading**

Osborne, R. 1990. 'The demos and its divisions in Classical Athens'. In *The Greek City from Homer to Alexander*, edited by O. Murray and S. Price, 265-93. Oxford: Oxford University Press.

Whitehead, D. 1986. *The Demes of Attica, 508/7-ca.250 BC*. Princeton: Princeton University Press, ch. 10.

## **Week 5: Laws, the law courts, and the power of persuasion**

Mon 17 Feb: The Athenian legal system

Wed 19 Feb: Approaching forensic evidence

### **Assignment 3 due**

Fri 21 Feb: Making arguments from lawcourt speeches

### **Reading**

[Demosthenes] 57: Against Euboulides

Todd, S.C. 1990. 'The Use and Abuse of the Attic Orators'. *Greece and Rome* 37: 159–78.

Lanni, A. 2013. 'Law and Democracy in Classical Athens,' in *The Greek Polis and the Invention of Democracy*, edited by J.P. Arnason, K.A. Raaflaub, and P. Wagner. London: Wiley Blackwell, 163–80.

## **Part 2: Secondary literature**

### **Week 6: Democratic beginnings**

Mon 24 Feb: Solon, Cleisthenes, Ephialtes

Wed 26 Feb: The wider Greek context

### **Assignment 2b (revisions) due: Bring to section on Thursday 27 February**

Fri 28 Feb: Discussion: Cleisthenes and the beginnings of democracy

### **Reading**

Robinson, E.W. 2004. *Ancient Greek Democracy: Readings and Sources*. Oxford: Blackwell, ch. 2 [this includes a selection of ancient sources and scholarship].

### **Week 7: Leaders, demagogues, sykophants and experts**

Mon 2 Mar: Leaders and demagogues

Wed 4 Mar: Leaders and demagogues

Fri 6 Mar: Discussion: What is the will of the people?

**Assignment 4 due:** Bring to section on Thursday 5 March

**Assignment 5a:** Make an appointment at the History Lab

### **Reading**

Osborne, R. 1990. 'Vexatious Litigation in Classical Athens: Sykophancy and the Sykophant'. In *Nomos: Essays in Athenian Law, Politics and Society*, edited by P. Cartledge, P. Millett, and S.C. Todd, 83–102. Cambridge: Cambridge University Press.

Harvey, F.D. 1990. 'The Sykophant and Sykophancy: Vexatious Redefinition?' In *Nomos: Essays in Athenian Law, Politics and Society*, edited by P. Cartledge, P. Millett, and S.C. Todd, 103–21. Cambridge: Cambridge University Press.

Finley, M.I. 1962. 'Athenian Demagogues'. *Past & Present* 21: 3–24.

Rhodes, P. J. 2016. 'Demagogues and *Demos* in Athens'. *Polis: The Journal for Ancient Greek Political Thought* 33 (2): 243–64.

### **Week 8: Change over time**

Mon 9 Mar: Fifth- and fourth-century democracy compared

Wed 11 Mar: Fifth- and fourth-century democracy compared

Fri 13 Mar: Discussion: What changes and why?

**Assignment 5a**: Make an appointment at the History Lab

### **Reading**

Davies, J.K. "The fourth-century crisis: what crisis?" In *Die athenische Demokratie im 4. Jahrhundert v. Chr. Vollendung oder Verfall einer Verfassungsform?*, edited by W. Eder. Stuttgart: Steiner, 1995, 29-39.

Rhodes, P.J. "Political activity in classical Athens." *Journal of Hellenic Studies* 106 (1986): 132-44.

Taylor, C. "A new political world." In *Debating the Athenian Cultural Revolution*, edited by R. Osborne. Cambridge: Cambridge University Press, 2007, 72–90.

### **Week 9: No classes (spring break)**

### **Part 3: Historical argumentation and writing**

#### **Week 10: Democratic participation**

Mon 23 Mar: The demos

Wed 25 Mar: The wealthy

**Assignment 5a (proposal) due: Bring to class on Wednesday 25 March**

Fri 27 Mar: Discussion: Who ran democratic Athens?

Markle, M.M. 1985. 'Jury Pay and Assembly Pay at Athens'. In *Crux: Essays Presented to G.E.M. de Ste Croix on His 75th Birthday*, edited by P. Cartledge and F.D. Harvey, 265–97. London & Exeter: Imprint Academic.

Ober, J. 1989. *Mass and Elite in Democratic Athens: Rhetoric, Ideology, and the Power of the People*. Princeton: Princeton University Press, ch. 5

Rhodes, P.J. 2000. 'Who Ran Democratic Athens?' In *Polis and Politics: Studies in Ancient Greek History Presented to Mogens Herman Hansen on His Sixtieth Birthday, August 20th 2000*, edited by P. Flensted-Jensen, T.H. Nielsen, and L. Rubinstein, 465–77. Copenhagen: Museum Tusulanum Press.

#### **Week 11: Equality and inequality**

Mon 30 Mar: Democracy and slavery

Wed 1 Apr: Free non-citizens

Fri 3 Apr: Discussion: Were women citizens?

Blok, J. 2017. *Citizenship in Classical Athens*. Cambridge: Cambridge University Press, ch. 1.

Katz, M.A. 1999. 'Women and Democracy in Ancient Greece'. In *Contextualizing Classics*, edited by Thomas M. Falkner, Nancy Felson, and David Konstan, 41–68. Rowman and Littlefield. [= Robinson 2004: 292-311]

Vlassopoulos, K. 2007. 'Free Spaces: Identity, Experience, and Democracy in Classical Athens'. *Classical Quarterly* 57: 33–52.

### **Week 12: A robust democracy? A system in crisis?**

Mon 6 Apr: Arginousai, Herms

Wed 8 Apr: Socrates

Fri 10 Apr: Discussion: A robust democracy? A system in crisis?

Xenophon, *Hellenika* 1.6.19-7.35

Knox, R.A. 1985. 'So Mischievous a Beaste: The Athenian Demos and its Treatment of its Politicians'. *Greece and Rome* 32: 132–61.

### **Week 13: No class**

Work on papers

**Assignment 5b due (research paper drafts): Put in Robert Christl's mailbox by Friday 17 April, 2pm**

### **Week 14: Evaluating ancient democracy**

Mon 20 Apr: The archaeology of democracy

Wed 22 Apr: Hellenistic democracy

Fri 24 Apr: Democracy: good or bad?

No assigned reading: choose some things from the bibliography that most interest you or is most relevant for your paper

### **Week 15: No class: Individual meetings with instructors**

**Deadlines:** Revised assignment

**Assignment 5c (final research paper) due: Put in Robert Christl's mailbox by Monday 4 May, 2pm**

### **Laptops etc**

Writing emails, online shopping, checking football stats: all necessary parts of the day, but not in class. Unfortunately, too many students cannot distinguish between appropriate and inappropriate use of laptops which leads me, regrettably, to ban them from the classroom. Research shows that taking notes by hand is more effective for student learning. Please see me if you need accommodations.

Please also silence phones in the classroom and put them away: it is a distraction for everyone when they ring, beep, buzz or light up.