Instructor Information:
Prof. Chris Renaud, Ph.D.
Office: LH 427
Office Hours: by appointment only
Classroom: LH 229
Office Phone: x5739
crenaud@carthage.edu

Texts:

Handouts/Videos:
>>Herodotus, selection (Monarchy vs. Oligarchy vs. Democracy)
>>Thucydides, selections (Mytilene Debate, Melian dialogue)
   http://lygdamus.com/resources/New%20PDFS/Melian.pdf
>>Plato’s Socrates Apology
   http://www.sjsu.edu/people/james.lindahl/courses/Phil70A/s3/apology.pdf
>>Aristotle’s Politics (selections)
>>http://www.stoa.org/projects/demos/article_democracy_overview?pag_Overview_article_on_democracy
>>https://www.youtube.com/watch?v=qPnUK176AR0e=all “Truth about Democracy” by Dr. Bettany Hughes
Of interest:
   as understood by Polybius
>>https://aeon.co/essays/the-marriage-of-democracy-and-liberalism-is-not-inevitable by Josiah Ober
Course Description
In this course, we will examine the origins of Greek democracy and its counterparts. For centuries, scholars have assumed that the Greeks “created” democracy as we understand it in the West. We will also look at the descendants of Greek democracy and attempt to answer the question why no “democracy” existed from the time of Alexander the Great until the last 18th and 19th centuries. Why were women excluded? [Women in the United States did not get the right to vote until 1920, less than 100 years ago. African-Americans were not fully enfranchised until the Voting Rights Act in 1965.] Cartledge’s book looks not only at Greek “democracy” but its descendants, too.

1/3 into the course, we will play React to the Past Game. The bulk of your grade is dependent on this game. By lottery, you will be assigned a character. You need to play the game in character. You will belong to a faction. The factions are: moderate democrats, radical democrats, oligarchs, followers of Socrates, and a tyrant (one who wants to be a tyrant.) The date of our debate is in 403 BCE, 4 years before Socrates was forced to drink hemlock. The Reacting to the Past text includes an overview of democracy in Athens, how the game is to be played, and primary sources. I am adding to those sources as I find the ones included are not enough. We need to understand rhetoric and the role (both good and bad) of rhetoric in Athenian democracy.

We will conclude the class by looking at modern democracies and question how modern and/or democratic is democracy in the United States in 2017.

A separate, more detailed schedule for Reacting to the Past will come later. I have blocked out the dates dedicated to playing the game.

The course is meant to be discussion driven. Please bring questions and observations on the readings to class.

This class will have no final exam.

Grading
RTTP: 80% (It consists of many components we shall review before we begin the game.) I will give you time inside of class to work with your factions.

Participation: 20%

**Boiler-Plate Syllabus Language**

**Formal College Writing**

In writing essays or response papers it is important to use good grammar, form and organization. The language used in writing assignments and papers should be more formal than the language used in common speech or twitter, texting, snapchat, Whatsapp, Instagram, etc. The Brainard Writing Center Most students are adept at using the Internet (Twitter, Facebook, Snapchat, Instagram, texting, etc.), but please remember that the shorthand code used in chat and texting is not appropriate for formal papers. For example using the letters “u r” instead of the words “you are” is not proper in a formally written paper.

In addition, when writing about (or discussing) a tradition other than your own, please remember to be respectful. It is inappropriate to characterize another culture's beliefs as “weird” or “goofy” or “evil.” Such an approach is inappropriate in college writing and scholarly discourse. Whether you agree or disagree with certain aspects of a society, please try to speak objectively and with strong, factual support for your point of view. It will help your reader take your opinions more seriously and will make your writing more effective. You need to step outside of yourself.

While creative content and sharp critical thinking in your papers is always the primary consideration, multiple mechanical and grammatical errors which make your papers difficult to read will affect a small portion of your final grade.

If you have difficulty with writing, please make use of the tutors at the Brainard Writing Center located in Hedberg Library. They will help you with organization, grammar and many other aspects of writing. You can call and set up an appointment that works with your schedule. [https://www.carthage.edu/writing-center/](https://www.carthage.edu/writing-center/)

**Student Handbook and Code:** [https://www.carthage.edu/community-code/](https://www.carthage.edu/community-code/)

You, the student, are responsible for what the Student Handbook says on academic integrity
Students with Disabilities Statement

https://www.carthage.edu/student-success/students-with-disabilities/
testing@carthage.edu

Tutors

If you need tutoring, let me know.

REQUIREMENTS FOR AN EFFICIENT AND PRODUCTIVE CLASS Participation,
Attendance and Engagement

1. If you are on a Carthage sports team, musical ensemble, or debate team and you need to miss class because of a game/performance/contest, you must notify me in advance of your absence. In addition to your notifying me, your coach or director must also send out an email explaining the absence and should have your name in the list. Absences for these above-stated reasons are not considered unexcused—so long as both you and your coach/director notify me.

2. If you are missing a class for none of the reasons mentioned just above in #2, do not send me an email explaining your absence. Each student is granted three excused absences (=one week). After those three absences, each additional absence will be considered unexcused. Unexcused absences will count against your grade and any student with three unexcused absences will automatically fail the course. You are not only earning a grade, you are also, ideally, completing 4 credit hours worth of work.

3. If you are missing class due to a family emergency, you must contact the office of the Dean of Students. If she is able to document and confirm your situation, he/she (not you) will then email all of your instructors. A family emergency will be excused only if I receive a group email sent out to all of your instructors. Otherwise, the absence will not be excused. If you are having issues, please do not hesitate with me. For instance, if you are facing some challenges, please to come to talk to me.

4. All students who miss class are responsible for learning from a classmate what we did that day plus the assignments for future classes. Please do not send me emails asking me what you missed or what the assignment for the next class is. Also, never, ever ask the question: “Did I miss anything in class today?” Instructors cringe at this question. If you miss a class, of course you missed something.

5. Courtesy and respect are paramount to each other and to the instructor.

6. Class is NOT an extracurricular activity. If you have fraternity/sorority meetings/choir/theater/business internship meetings/sports, etc., etc., etc., that you think will interfere with your attendance, then you need to make a choice.
7. If you fail to complete any of the requirements of the class, you will receive an “F” for the class.

CLASS RULES

Do not come to class without the book(s) or assignment for that particular day. Failure to do so will result in an automatic F for that day. No electronic devices of any kind may be used during class unless I ask you to bring your laptop, iPad, Droid device, etc. Students have told me that it distracts them when others are surfing on the web.

No electronic devices are even to be visible or used during class. Professors know when students are using their devices; it’s actually not that hard for a teacher to tell

Do not get up and leave while class is in session because it is very disruptive to your fellow learners. [You will get a break half-way through the class—if class is longer than 65 minute class period.] However, you may bring sodas, water, coffee, energy drinks, etc. to class.

On the desk in front of you should be only our textbooks, your notebook/homework/worksheets, and a pen (or pencil). Do not place your bags, backpacks, etc. on the desk—they are to be placed on the floor. We actually do not have room in our class. Do not engage in any activity that causes a distraction to the instructor and/or other students in the class. It should be noted that the instructor will be the one who defines what constitutes a distraction.

No student may work on material for other courses during class-time. Working on appointment calendars, schedules, etc. is also prohibited. The instructor is very conscious of the clock and of the scheduled time for the class. Please do not begin to put your things away (books, notebooks, papers, pens, pencils, etc.) until I have indicated that our discussion for that day has concluded.

Final Words

It is the student’s responsibility to familiarize him/herself with the course policies and the other contents of this syllabus. Remaining enrolled in this course after the registration period indicates knowledge and consent of the course policies.
Reading Schedule
(Subject to Change)

Week 1
Feb. 2 Introduction

Week 2
Feb. 7 Mycenaean Period to Rise of Polis; Cartledge, chapters 1 and 2 in Democracy, a Life

Feb. 9 Cartledge, chapter 3, The Emergence of Greek Democracy I

Week 3
Feb. 14 Cartledge, chapter 4, The Emergence of Greek Democracy II

Feb. 16 Cartledge, chapter 5, The Emergence of Greek Democracy III

Week 4
Feb. 21 Cartledge, chapter 6, Greek Democratic Theory?; Herodotus selection (handout)

Feb. 23 Cartledge, chapter 7, Athenian Democracy in Practice 550-335 BCE

Week 5
Feb. 27 Cartledge, chapter 8, Athenian Democracy: Culture and Society

Mar. 2 Athens: The Dawn of Democracy (DVD); Assigning characters by lot.

Week 6
Mar. 7 Athens: The Dawn of Democracy (DVD); Introduction to Reacting to the Past Game, Reacting to the Past Textbook, pages 1-19

Mar. 9 Reacting to the Past, 21-35; 37-53

Week 7
Mar. 14 Reacting to the Past, pages 55-67. These pages will direct you to other readings within the text

Mar. 16 Core text 1: Pericles Funeral Oration (RTTP Book) and Plato’s Socrates Apology (handout) on Coursework

SPRING BREAK March 20-24

Week 8
Mar. 28 Core text 2. *Plato’s Republic*

Mar. 30 Game begins; Phase II, Session 1 Agenda Topics, read pages 226-233;

**Week 9**
Apr. 4 Game II (second session)

Apr. 6 Game III (third session)

**Week 10**
Apr. 11 Game IV (fourth session)

Apr. 13 Game V (fifth session)

**Week 11**
Apr. 18 Game VI (sixth session)

Apr. 20 Debriefing and Cartledge, chapter 9, Greek Democracy in Credit and Crisis: The Fifth Century

**Week 12**
Apr. 25 Cartledge, chapter 10, Athenian Democracy in Court

Apr. 27 Cartledge, chapter 11, Greek Democracy in Credit and Crisis II: Golden Age of Greek c. 375-350 and Cartledge, chapter 12, Athenian Democracy at Work

**Week 13**
May 2 Cartledge, chapter 13-14, The Strange Death of Greek Democracy and Hellenistic Philosophy?

May 4 Cartledge, chapter 15-16 Roman Period

**Week 14**
May 9 Cartledge, chapter 17-20, Democracy Eclipsed and Reinvented

May 11 Cartledge, Epilogue, pages 305-313

<table>
<thead>
<tr>
<th>19 Athens: The Dawn of Democracy (DVD)</th>
<th>21 Athens: The Dawn of Democracy (DVD)</th>
<th>23 Discussion on Athenian Democracy Quiz 5 on DVD Athens…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Pages/Text</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>26</td>
<td>Introduction to Reacting the Past Game</td>
<td>Reacting to the Past Textbook, pages 1-19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 6 on Pages 1-53 in Reacting to the Past Book</td>
</tr>
<tr>
<td>2</td>
<td>55-67. These pages will direct you to other readings within the text</td>
<td>4 Core text 1: Pericles Funeral Oration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 7 On Pericles Funeral Oration</td>
</tr>
<tr>
<td>9</td>
<td>Phase 2 of Game; Session 1 Agenda Topics, read pages 226-233;</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Thanksgiving No Class</td>
<td>25 Thanksgiving No Class</td>
</tr>
<tr>
<td>30</td>
<td>Reacting to the Past: The Game</td>
<td>2 (Dec.) Reacting to the Past: The Game</td>
</tr>
<tr>
<td>7</td>
<td>Debriefing of Game; Diaries are due</td>
<td>9 Pomeroy, Chapter 9 (pages 369-408) Quiz 8 on Pomeroy Chapter 9</td>
</tr>
</tbody>
</table>

Note: Pages 369-408 and 409-433 refer to specific sections in Pomeroy's text.