

CS 3636F / SASAH 3393F: ATHENIAN DEMOCRACY IN CRISIS (REACTING TO THE PAST)

Instructor: See OWL
Course Location: See OWL
Course Times: See OWL
Email: See OWL
Office: See OWL
Office Hours: See OWL
Course Website: owl.uwo.ca

Note: This course will be conducted entirely in person.



Athenian assembly place (Pnyx) with speaker's platform (*bema*). Athenian Acropolis in the background

COURSE DESCRIPTION:

This course uses the student-centered, experiential *Reacting to the Past* pedagogy to place students amidst the Athenians' fervent debates about the future of their democracy after the ousting of the Thirty Tyrants in 403 BC. After a brief introduction to the history and culture of 5th-century Athens, the *Reacting to the Past* principles, and the art of public speaking, students will be given role sheets of known historical figures, research the personal, political, and social background of their characters, and then bring those characters to life (usually as members of a political faction) in a series of public debates about the burning issues of the day, such as the potential amnesty for the tyrants' supporters, Athens' new constitution, the punishment of the public intellectual Socrates, and the possible reestablishment of Athens' naval empire.

As part of this immersive role-playing game students will mine contemporaneous historical and philosophical texts for useful arguments, craft persuasive speeches (as part of their writing assignments) and try to sway indeterminate characters by delivering two speeches in the Athenian assembly or law courts. By creating a version of history that develops organically from the actions and reactions of the characters in the game, students will – to a certain extent – be able to (re-)experience history as an open-ended process and become sensitive for potential alternative outcomes. A reflective *post mortem* session will set the historical record straight and allow students to share their own opinions about some of these timeless questions.

Note: This game-based history learning technique requires the active participation of all students. To play their roles effectively, students must cooperate and strategize with other students both inside and outside the classroom, write their assigned speeches on time and deliver them with confidence at the respective game session. If you feel you cannot commit to consistently participating and working with your team, this may not be the right class for you.

3 lecture hours, 0.5 course

PREREQUISITE:

Any CS course on the 1000-3999 level or SASAH 2220F/G or SASAH 2240F/G

The University of Western Ontario
Department of Classical Studies

YOUR INSTRUCTOR:

I am Dr. Bernd Steinbock and will be your instructor for this course. After studying Latin, Greek and History in Germany, my native country, I earned my PhD in Classical Studies at the University of Michigan in Ann Arbor. I came to Western in 2005 and have served for many years as Undergraduate Chair in the Department of Classical Studies. If you have any questions about the courses and programs we offer, please come and talk to me either after class or during my office hours.

I generally teach both ancient Greek language and history courses. My teaching reflects my research interests, which lie at the point where history and literary texts intersect, since I view history as a dynamic discourse with texts as active participants. I am particularly interested in how people in the ancient world viewed their own past, what this past meant to them, and how it affected their political decision-making. My book *Social Memory in Athenian Public Discourse: Uses and Meanings of the Past* engages these issues.

In May 2025 my colleague Dr. Gino Canlas and I led Western students on an adventure-packed 2-week-long Study Tour to the most fascinating sites of the ancient Greek world. We explored Athens, Sparta, and Mycenae, consulted the oracle at Delphi and walked over the battlefields at Marathon and Thermopylae as well as Chaeronea, where Philip II of Macedon with the help of his young son Alexander completed his conquest of Greece. If you are planning to join our next Study Tour to Greece in May 2027, come and talk to me.



LEARNING OUTCOMES:

By the end of this course, successful students will be able to:

- Evaluate and appreciate classical historical, political and philosophical texts related to ancient Athens, including Plato's *Republic* and Pericles' funeral oration
- Empathetically immerse themselves in historical characters and see the world through their eyes
- Demonstrate how individual characters might react to concrete historical situations
- Describe the results of political, social, and philosophical conflicts in Classical Athens
- Identify factions and political agendas during this formative period for democracy in ancient Greece
- Appreciate the roles individuals, ideas, social and economic factors as well as contingency play in the historical process
- (Re-)experience history as an open-ended process with potentially different outcomes

On successful completion of this course, students will be able to engage critically the following timeless questions:

- Is democracy a good form of government?
- Is democracy best organized through direct participation, as in ancient Athens, or through representatives, as in modern democracies?
- Should limitations be imposed on the right to free speech?
- Should people who have experienced grievous wrongs seek reconciliation or retributive justice?
- Must citizens receive special education or training to be entitled to participate in government?
- Under what circumstances should foreign-born people be admitted as citizens?
- Can a powerful democracy, to ensure its own security, impose its will on other countries?

The University of Western Ontario
Department of Classical Studies

TRANSFERABLE SKILLS:

By the end of this course, successful students will be able to:

- Employ expanded research skills to find multiple resources that support their arguments
- Devise and present logical arguments, supported by evidence
- Sharpen verbal expression, writing skills, and organization of ideas through the process of composing rhetorically appropriate speeches
- Criticize opposing viewpoints and defend their own
- Appraise distant cultures and transcend personal cultural constraints.
- Collaborate with classmates as a member of a team
- Create community through teamwork (both inside and outside of class)
- Develop leadership skills, as members and leaders of teams

REQUIRED BOOKS:

Ober, Josiah, Naomi J. Norman, and Mark C. Carnes. *The Threshold of Democracy: Athens in 403 BCE*. Fourth Edition. Reacting to the Past. Chapel Hill: The University of North Carolina Press, 2022. (**ISBN: 9781469670751**) (ca. 41\$)

Thucydides, *The Peloponnesian War* (tr. Rex Warner), Penguin (**ISBN: 9780140440393**) (ca. 27\$)

RECOMMENDED BOOK:

Plato, *Republic* (tr. Christopher Rowe), Penguin (**ISBN: 9780141442433**) (ca. 18\$)

Students are welcome to purchase e-versions or second-hand of the required and recommended books.

EVALUATION:

Online Quizzes (7, 2 lowest score will be dropped):	10%
Historical Character Research Study (c. 600 words):	10% [due October 7]
Two Formal Speeches (2x c.800 words): 2 x 25% =	50% [as scheduled in your Role Sheet]
Active Participation:	20% (plus 3% bonus to final mark for winning the game)
Panathenaic Festival Contribution:	5% [due on November 13]
Reflection Essay (ca. 400 words):	5% [due on December 4]

FURTHER INFORMATION ABOUT EVALUATION:

1. Online **Quizzes:** 10%*

There will be a total of **7 Online Quizzes** on the principal ancient texts of this course (e.g. Plato's *Republic*). The quizzes will be available in the OWL quiz tool for at least 48 hours and **are due by 1 pm** on the days indicated in the syllabus, (Sept 11, Sept 23, Oct 2, Oct 14, Oct 21, Nov 18; **usually Tuesdays**, except Sept. 11 and Oct. 2). The quizzes are "open book". They will be untimed and graded automatically by OWL. You will receive your score immediately and you are allowed to redo each quiz as many times as you would like, but your final attempt will have to be submitted before the quiz closes **at 1 pm** on the due date. A missed quiz results in a mark of zero. Only your 5 best quiz scores will count, and your 2 lowest scores will be dropped.

* **Flexibility Statements:** Please note that because the submission deadline for these Online Quizzes already includes flexibility in the form of the 48-hour submission window and not all elements of this assessment are required in the calculation of the final course grade (since the 2 lowest of the 7 quiz scores will be dropped), the instructor reserves the right to deny academic consideration for these missed elements, in other words, there will be **no make-up quizzes** for missed quizzes.

2. Historical Character Research Study: 10% [due October 7]

Every student will be given a Role Sheet for a particular historical character. Most historical characters are members of one of the four main political factions: followers of Thrasybulus (= radical democrats), Periclean democrats, Solonian aristocrats, followers of Socrates. The members of each faction work

The University of Western Ontario
Department of Classical Studies

together to achieve their political goals. Some students will play Indeterminates, i.e. historical characters that do not belong to a particular faction and can be won over by persuasive arguments in the course of the game (e.g. Gorgias the Younger, Thucydides, Lysias, etc.). Your goal is to empathetically immerse yourself in your historical character, i.e. to view the world through their eyes and to think and speak like they presumably did in 403 BC, when the Athenian democracy was in crisis. Your Role Sheet will provide you with a brief character sketch and outline your major objectives and writing assignments (normally two formal speeches for two of the seven game sessions). In preparation for composing these speeches, you will conduct a Historical Character Research Study, that is you will follow up on the information provided in your Role Sheet, find out as much as you can about your historical character from the primary sources they are mentioned in (Thucydides, Xenophon, Plato, Aristophanes, etc.), and write up in bullet points (ca. 600 words) how this biographical information will be employed in each of your two formal speeches (always provide the proper source reference as footnotes or as in-text citations). Note: some of the character sketches on the Role Sheet contain fictitious elements, but you can still make reasonable inferences about their live experiences (e.g. if someone is 60 years old in 403 BC, he will likely remember the famous funeral speech, Pericles delivered in 429 BC. If he is a poor fisherman, living on the Attic coast, he will likely have served as rower in the Athenian navy; etc.).

Example: Thrasybulus (formal speech for citizenship for metics and deserving slaves in Game Session 2)

- The metics and slaves fought with Thrasybulus and his fellow exiles in the Piraeus against the Thirty Tyrants ([Arist.] *Ath. Pol.* 40.2)
- Some of them were with Thrasybulus from the very beginning, when he started his counter-revolution with 70 men, who set out from Thebes and took the Athenian fortress Phyle (Xen. *Hell.* 2.4.2). Many of these supporters were non-Athenians (cf. Rhodes & Osborne, *Greek Historical Inscriptions* #4), but nevertheless risked their lives to free Athens from the Thirty Tyrants., etc. → they should be rewarded with full citizenship.
- After their return to the Piraeus, the democratic exiles led by Thrasybulus promised *isoteleia* (=equality of taxation) to all foreigners who were helping them (Xen. *Hell.* 2.4.25) → The Athenians should honor this promise.

3. Two Formal Speeches: 2 x 25% = 50%

In the course of this game, every student will typically (there are some exceptions for Indeterminate Characters) **deliver** – not read – **two formal speeches** on two separate occasions, according to the instructions on their Role Sheet.

These speeches should be about 5 minutes long (the written version of each speech should comprise c. 800 words). Each speech is meant to persuade your audience to come around to your point of view. Consequently, it should be well-researched, well-argued and carefully worded. But it must also be delivered with verve, conviction, and apparent spontaneity – so that your audience gets the sense that you know what you are talking about and that your opinions are sincere. The best way to accomplish this is to first find suitable arguments and organize them in the **form of bullet points** in the most effective order. You must **email this list of bullet points** to the instructor **by 1 pm the day BEFORE the Game Session (i.e., on Wednesdays)**. These bullet points will be posted on the course website on OWL to allow other players to come up with effective rebuttals or further arguments in support.

Based on these bullet points you will **write the ideal version of your speech (ca. 800 words long, to be handed in to the instructor after the Game Session)**, practice it at home several times, perhaps first with your ‘script’ in hand and then simply with note cards comprising your bullet points. In the Game Session, you should neither simply read your speech aloud from the script (which was a big no-no for the Athenians) nor necessarily memorize it word for word. Instead, **with the help of your note cards, you should speak from the heart, focusing on the content of your speech and trying to connect with your audience**. This way, you will be able to persuade the Indeterminate Characters to vote for your proposals and thus come closer to winning the game.

A formal speech will be judged excellent (100%) if it excels in the following five areas (constituting the grading rubrics): delivery; argumentation; use of sources (with proper citations for both verbatim quotes

and paraphrases to distinguish your work from generative AI products); in-character perspective; style and grammar.

4. Active Participation: 20% (plus 3% bonus for winning the game)

This class consists of preparation sessions, in which you will learn – in lectures and discussions – about the *Reacting to the Past* pedagogy, the rules of the game, Athens’ culture, society and political system, its history in the 5th century and key historical and philosophical text that you will later mine for suitable arguments in support of your cause. Students are expected to **have completed the assigned readings and taken the respective Quiz** on the readings by **1 pm on Tuesdays**, i.e. **BEFORE each preparation session**. Regular attendance and active participation in class discussion are the best preparation for doing well in the Game Sessions. In each Game Session, two members of each faction – after posting their main talking points on OWL the day before – will deliver formal speeches for or against the proposal at hand. **The other players are expected to also step up to the podium** and aid their faction members through spontaneous arguments in support of their proposals or brief rebuttals of their opponents’ arguments. **Regular attendance and active participation in both the preparation and the game sessions** are expected and constitute **20% of the final mark**. The students that accomplish their historical characters’ objectives will receive a **3% bonus** to their participation mark for winning the game.

5. Panathenaic Festival Contribution: 5% [due on November 13]

In the Special Game Session, we will hold a Panathenaic festival. Every year on the birthday of the goddess Athena, the Athenians celebrated the Panathenaic festival, which included – in addition to sacrifices to the goddess – athletic competitions, rhapsodic recitations of Homer’s poetry, and the presentation of a *peplos* (dress) to the cult statue of Athena on the Acropolis. **Players will honor the goddess** (either individually or in groups) **through a Panathenaic Festival Contribution** (e.g. by acting out a scene from a Greek tragedy or comedy; performing a rhapsodic recitation from the *Iliad* or the *Odyssey*; reenacting a public reading of a selection by Herodotus, Thucydides, or another prose author; creating and then performing a Pindaric ode for an athletic victor; staging part of a Platonic dialogue; creating and presenting a *peplos* to be given to Athena at the festival)

6. Reflection Essay (ca. 400 words): 5% [due on December 4]

Every student will write a short **Reflection Essay (ca. 400 words)** about their learning experience in this course. What did you learn thanks to the *Reacting to the Past* pedagogy about Athenian history; about political and philosophical ideas concerning civil war, democratic participation, citizenship, governance and empire; about immersing yourself into a historical character; about cooperating and debating with others; about yourself. These are just some of the issues you might want to reflect upon. The essay is due on December 4. As for grading rubrics, a Reflection Essay will be judged excellent (100%) if it excels in all four of the following areas: sharing personal experience; organization of the argument; self-reflection and abstraction; style and grammar.

POLICIES AND PROCEDURES:

1. Students seeking **academic consideration** for any missed assignments or tests/exams must submit **an absence notification and supporting documentation through the Student Absence Portal within 48 hours** (see note on Policy on Consideration for Student Absences below). Make-ups **CANNOT** be granted by the instructor alone.
2. Students should note that missed quizzes will be counted as zeroes. Since the lowest 2 of the 7 quiz scores will be dropped, there will be **no make-up quizzes** in the case of illness or personal crisis.
3. **Persistent attendance at every class** but especially during Game Sessions **is absolutely essential** for the success of this course. To achieve your victory objectives, your fellow faction members rely on your support during the seven Game Sessions, particularly during the two sessions **when it is your turn to deliver a formal speech** in the assembly or law court. Mark these dates in your calendar and make sure to have your speech ready on these occasions. Should you become ill on those dates, **you must inform the instructor** and your faction members as soon as possible.

The University of Western Ontario
Department of Classical Studies

4. Those who miss classes or parts of classes remain responsible for material they have missed. Students are encouraged to work close with their classmates in order to assist each other in preparing for both the discussion of assigned readings and the game sessions.
5. There is no extra credit in this course; there will be no re-weighting of the course components.

E-MAIL CORRESPONDENCE:

Please send all emails through your Western email account (@uwo.ca) to me. I will not respond to emails sent from personal accounts, since I cannot verify your identity (and many of these are sorted to spam).

CLASS COMMUNICATION:

Class will be notified of any class cancellations, room changes and other special announcements via the course website on OWL Brightspace.

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. All course material will be posted to OWL: <https://westernu.brightspace.com/d2l/login>. If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800, or with a support ticket: [create an OWL Brightspace service ticket](#).

TECHNICAL REQUIRMENTS:

This course requires you to have a reliable internet connection and a computer that meets the technical requirements for writing online timed assessments.

NOTE FROM THE DEAN OF ARTS AND HUMANITIES: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

STUDENT ABSENCES

General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

- Examinations scheduled during official examination periods (Defined by policy).
- Midterm Test/Presentation/Group Project (**when** designated by the instructor as the one assessment that always requires documentation when requesting Academic Consideration)

Coursework with Assessment Flexibility

By policy, instructors may deny Academic Consideration requests for the following assessments with built-in flexibility

The University of Western Ontario
Department of Classical Studies

Absences from Final Examinations

When a student misses the **Final Exam** [if applicable] and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam). See the Academic Calendar ([Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

ACCOMMODATION FOR RELIGIOUS HOLIDAYS: Students should review the [policy for Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm. Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

ACADEMIC ACCOMMODATION AND ACCESSIBLE EDUCATION: **Academic Accommodation** is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.” <https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>. Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students” https://academicsupport.uwo.ca/accessible_education/index.html

SPECIAL EXAMINATIONS: A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

ACADEMIC POLICIES:

STUDENT UWO EMAIL ACCOUNT: The website for the Office of the Registrar is <http://www.registrar.uwo.ca>. In accordance with policy (https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

ELECTRONIC DEVICES: No electronic devices will be permitted on tests and exams.

STATEMENT ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI):

In this course, students are permitted to use AI tools (such as Chat GPT) exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, however students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

SCHOLASTIC OFFENCES: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

The University of Western Ontario
Department of Classical Studies

STATEMENT ON THE USE OF PLAGIARISM-CHECKING SOFTWARE:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Computer-marked multiple-choice tests and exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

COPYRIGHT: Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

SUPPORT SERVICES:

BRIGHTSPACE: All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled."

ACADEMIC COUNSELLING: Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: https://registrar.uwo.ca/faculty_academic_counselling.html

MENTAL HEALTH SUPPORT: Students who are in emotional/mental distress should refer to Mental Health@Western https://www.uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

GENDER-BASED AND SEXUAL VIOLENCE: Western University [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

LEARNING DEVELOPMENT AND SUCCESS: Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC: Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

NOTE: The course requirements and/or grade weighting might change if the course has to be offered remotely.

SYLLABUS

Textbook Readings:

Game Book, 1-19 = Ober, Josiah, Naomi J. Norman, and Mark C. Carnes. *The Threshold of Democracy: Athens in 403 BCE*. Fourth Edition. Reacting to the Past. Chapel Hill: The University of North Carolina Press, 2022, p. 1-19

Ancient Authors:

Thuc. 2.34-46 = Thucydides, *History of the Peloponnesian War* Book 2 Chapters 34-46 (=p. 143-51 in penguin translation)

OWL = course website at <http://owl.uwo.ca>

Week	Date	Topic	Reading Assignments to be completed BEFORE class
O-Week	Th Sept 4 (2h)	Introduction: <i>Reacting to the Past</i> pedagogy and mechanics; four factions in 403 BC; Q&A	Game Book, 1-19 (Introduction)
Week 1	Tu Sept 9 (1h)	Historical Context (1): Development of Athenian Democracy	Game Book, 20-28
	Th Sept 11 (2h)	[Quiz 1 on Thuc. 2.34-46] Historical Context (2): Persian War, Delian League, and Athenian Empire Historical Context (3): Sociology of Athens and Athenian Democracy	Thuc. 2.34-46 (Pericles' <i>Funeral Oration</i>); Game Book, 28-35; Game Book, 44-53
Week 2	Tu Sept 16 (1h)	Historical Context (4): Peloponnesian War [Handing out Role Sheets for <i>Athens Besieged</i>]	Game Book, 35-43
	Th Sept 18 (2h)	Micro Game Session: <i>Athens Besieged: Debating Surrender.</i>	Introduction to <i>Athens Besieged</i> ; Study your Role Sheet
Week 3	Tu Sept 23 (1h)	[Quiz 2 on Xen. <i>Hell.</i>] Historical Context (5): Tyranny of the Thirty [Distribution of Role Sheets and Faction Advisories for Athens Game]	Game Book, 43-44; Xenophon <i>Hellenica</i> (Game Book, 226-35)
	Th Sept 25 (2h)	Part 1: Lily Lamboy speaker-training videos; Part 2: Meeting of Faction Members (in character!) Part 3: Rules of the Game [Random distribution of jobs (assembly presidents, archons, heralds)]	Watch Lily Lamboy videos (OWL) Study your Role Sheet and your Faction Advisory; Game Book, 77-87 (Overview of factions and indeterminate players) Game Book, 55-65 (Rules of the Game)
Week 4	Tu Sept 30	NO CLASS (<i>National Day for Truth and Reconciliation</i>)	
	Th Oct 2 (2h)	[Quiz 3 on Plato <i>Rep.</i> Part I] Discussing Pericles' <i>Funeral Oration</i> and Plato's <i>Republic</i>	Thuc. 2.34-46 (Pericles' <i>Funeral Oration</i>); Plato <i>Rep.</i> (Game Book, 95-118; 118-99)
Week 5	Tu Oct 7 (1h)	Preparation for Game Session 1 [Historical Character Research Study due]	Xenophon <i>Hellenica</i> (Game Book, 226-35); Thuc. 3.69-85 (on civil war)

The University of Western Ontario
Department of Classical Studies

	Th Oct 9 (2h)	Game Session 1 (Assembly): Reconciliation Agreement: A) Should Athenians forget the “past wrongs” of the supporters of the Thirty? B) Should Athenians be prohibited from filing lawsuits against the supporters of the Thirty?	
Week 6	Tu Oct 14 (1h)	[Quiz 4 on Plato <i>Prot.</i> and <i>Rep.</i> Part III] Preparation for Game Session 2	Plato <i>Protagoras</i> (Game Book, 200-202); Plato <i>Rep.</i> (Game Book, 147-71: Socrates on women and family); Aristophanes <i>Assemblywomen</i> (OWL)
	Th Oct 16 (2h)	Game Session 2 (Assembly): Electorate: A) Should metics and worthy slaves be admitted and allowed to vote in the Pnyx? B) Should they be allowed to serve as jurors in the lawcourts?	
Week 7	Tu Oct 21 (1h)	[Quiz 5 on Xen. <i>Econ.</i>] Preparation for Game Session 3	Xenophon <i>The Economist</i> (Game Book, 213-226); Ps.-Xenophon, <i>The Constitution of the Athenians</i> (OWL)
	Th Oct 23 (2h)	Game Session 3 (Assembly): Social Welfare: Should Assemblymen and jurors be paid?	
Week 8	Tu Oct 28 (1h)	[Quiz 6 on Plato <i>Rep.</i> Part II] Preparation for Game Session 4	Plato <i>Rep.</i> (Game Book, 118-47) Plato <i>Apology</i> (OWL)
	Th Oct 31 (2h)	Game Session 4 (Lawcourts): Trial Day: This session is reserved for a trial.	
Week 9	Tu Nov 4	NO CLASS (FALL READING WEEK)	
	Th Nov 6	NO CLASS (FALL READING WEEK)	
Week 10	Tu Nov 11 (1h)	Preparation for Special Game Session	
	Th Nov 13 (2h)	Special Game Session (Religion): Panathenaic Festival	
Week 11	Tu Nov 18 (1h)	[Quiz 7 on Plut. <i>Lyc.</i> & Plato <i>Rep.</i> Part IV] Preparation for Game Session 5	Plutarch <i>Lycurgus</i> (Game Book, 202-08); Plato <i>Rep.</i> (Game Book, 118-47; 171-199)
	Th Nov 20 (2h)	Game Session 5 (Assembly): Governance: A) Should laws and major decisions be made by the Assembly, or by a governing council? B) If the latter, how should members of the council be chosen?	
Week 12	Tu Nov 25 (1h)	Preparation for Game Session 6	Plutarch <i>Cimon</i> (Game Book, 209-13); Thuc. 5.84-116 (Melian Dialogue); Athenian Tribute List (OWL)

The University of Western Ontario
Department of Classical Studies

	Th Nov 27 (2h)	Game Session 6 (Assembly): Remilitarization/ Restoration of Athenian Empire: Should Athens rebuild its fleet, recommence tribute collection, and reconstitute its empire?	
Week 13	Tu Dec 2(1h)	Post-Mortem Session (1): Revelation of the winners; uncovering of secrets; winners lay out their plans for the future of Athens; ‘Thucydides’ presents his history of 403; Discussion of what really happened	
	Th Dec 4 (2h)	Post-Mortem Session (2): Discussion of timeless issues: How to overcome a civil war? Who should be a citizen? What are the merits of democracy vs. autocratic systems? Are democracy and empire incompatible? What did you learn through <i>Reacting</i> ? [Reflection Essay Due]	
Week 14	Tu Dec 9	Final Reflection Session	

Note: This syllabus is subject to revision if necessary