

## CS 3905F / ARTHUM 3393F: REACTING TO THE PAST – ATHENIAN DEMOCRACY AT A CROSSROADS

**Instructor:** Dr. Bernd Steinbock  
**Course Location:** see course website on OWL  
**Course Times:** see course website on OWL  
**Email:** bsteinbo@uwo.ca  
**Office:** Lawson Hall 3210  
**Office Hours:** W 12-1 pm or by appointment  
**Course Website:** owl.uwo.ca

Note: This course will be conducted entirely in person.



Fragment c of the Honorary Inscription for the Heroes at Phyle (Raubitschek (1941) 292 photo of no. 78, frag. c.)

### 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 5<sup>th</sup>-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 ArtHum 2220F/G or ArtHum 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 at the University of Michigan in Ann Arbor. I came to Western in 2005 and currently serve 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 2022 I spent a sabbatical leave in Berlin, which served as a great “base camp” for traveling to Greece. After a three-year-long hiatus, caused by the pandemic, I revisited Athens and – for the first time ever – explored the fascinating island of Crete.

In 2016 and 2019 my colleague Dr. Pratt and I led Western students on an adventure-packed study tour to the most fascinating sites of the ancient Greek world. We explored Athens, Sparta, and Mycenae, raced at Olympia, consulted the oracle at Delphi and walked over the battlefields at Marathon and Thermopylae. If you have been to any of these places or are planning to join the next Study Tour to Greece (presumably in May 2025), come and chat with 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?

### 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)

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

### RECOMMENDED BOOK:

Plato, *Republic* (tr. Christopher Rowe), Penguin (ISBN: 9780141442433)

### EVALUATION:

Quizzes (7 in total):	10%
Historical Character Research Study (c. 600 words):	10% [due October 17]
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 9]
Reflection Essay (ca. 400 words):	5% [due on December 7]

### FURTHER INFORMATION ABOUT EVALUATION:

#### 1. Quizzes: 10%

There will be a total of **7 Quizzes** on the principal ancient texts of this course (e.g. Plato's *Republic*). The quizzes will be available in the OWL quiz tool and **are due by 2 pm** on the days indicated in the syllabus, (Sept 14, Sept 26, Oct 3, Oct 17, Oct 24, Nov 14; **usually Tuesdays**, except Sept. 14). 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 2 pm** on the due date. Only your 5 best quiz scores will count, and your 2 lowest scores will be dropped. There will be no make-up quizzes.

#### 2. Historical Character Research Study: 10% [due October 17]

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 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 at a crossroads. 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

The University of Western Ontario  
Department of Classical Studies

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 2 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.

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 5<sup>th</sup> 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 **2 pm on Thursdays, 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

The University of Western Ontario  
Department of Classical Studies

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 overall final mark for winning the game.

5. Panathenaic Festival Contribution: 5% [due on November 9]

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 7]

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 7, the last day of the class.

### **POLICIES AND PROCEDURES:**

1. Students seeking **academic consideration** for any missed assignments (worth more than 10%) due to illness or provable personal crisis must **apply to the Office of the Dean of their home faculty** and provide documentation (see note on Policy on Consideration for Student Absences below). Make-ups **CANNOT** be granted by the instructor alone.
2. **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.
3. 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.
4. There is no extra credit in this course; there will be no re-weighting of the course components.

### **CLASS COMMUNICATION:**

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

**NOTE FROM THE DEAN OF ARTS and HUMANITIES:** You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

The University of Western Ontario  
Department of Classical Studies

**PLAGIARISM:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Using texts written by an artificial intelligence generative system as one's own also falls under the definition of plagiarism (e.g., by entering a prompt into an artificial intelligence tool, such as ChatGPT, and using the output in a paper). Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

**SCHOLASTIC OFFENCES:**

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 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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**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>).

**ACADEMIC CONSIDERATION FOR ABSENCES**

Please note that Western's policy on academic consideration is currently being reviewed and may change before this course begins. The policy as it is now can be found here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

Students seeking academic consideration for any missed tests, exams and/or assignments worth 10% or more of their final grade must apply to the Office of the Dean (i.e., an academic counsellor) of their home faculty and provide documentation. Academic consideration cannot be granted by the instructor or department.

In addition to applying to the Office of the Dean of their home faculty, students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by the Student Medical Certificate, or immediately upon their return following a documented absence.

**WESTERN ACCESSIBILITY POLICY:** Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: <http://accessibility.uwo.ca/>

**ACCESSIBILITY OPTIONS:** Student Accessibility Services (SAS) plays a central role in Western's efforts to ensure that its academic programs are accessible for all students at the graduate and undergraduate levels. SAS arranges academic accommodation for classes, exams, internships and other course or program activities. SAS also provides digital and Braille textbooks, accessible campus transportation, learning strategy instruction for students with learning disabilities, access to computer labs that are equipped with assistive technology, referrals for assessments and other services, and bursaries for students who meet OSAP's eligibility criteria. You may wish to contact SAS at 519 661-2111 x 82147 or visit their website:

<http://www.sdc.uwo.ca/ssd/> for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

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

The University of Western Ontario  
Department of Classical Studies

**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](mailto:support@uwo.ca).

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**USE OF RECORDINGS:** The learning sessions for this course may be recorded. The data captured during these recordings may include your image and voice recordings. The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

**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 7 (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 12 (1h)	Historical Context (1): Development of Athenian Democracy	Game Book, 20-28
	Th Sept 14 (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 19 (1h)	Historical Context (4): Peloponnesian War [Handing out Role Sheets for <i>Athens Besieged</i> ]	Game Book, 35-43
	Th Sept 21 (2h)	<b>Micro Game Session: <i>Athens Besieged: Debating Surrender.</i></b>	Introduction to <i>Athens Besieged</i> ; Study your Role Sheet
Week 3	Tu Sept 26 (1h)	[Quiz 2 on Xen. <i>Hell.</i> ]	Game Book, 43-44;

The University of Western Ontario  
Department of Classical Studies

		Historical Context (5): Tyranny of the Thirty [Distribution of Role Sheets and Faction Advisories for Athens Game]	Xenophon <i>Hellenica</i> (Game Book, 226-35)
	Th Sept 28 (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 Oct 3 (1h)	[ <b>Quiz 3</b> 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)
	Th Oct 5 (2h)	Discussing Plato's <i>Republic</i>	Plato <i>Rep.</i> (Game Book, 118-99)
Week 5	Tu Oct 10 (1h)	Preparation for Game Session 1	Xenophon <i>Hellenica</i> (Game Book, 226-35); Thuc. 3.69-85 (on civil war)
	Th Oct 12 (2h)	<b>Game Session 1 (Assembly): Reconciliation Agreement:</b> 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 17 (1h)	[ <b>Quiz 4</b> on Plato <i>Prot.</i> and <i>Rep.</i> Part III] [Historical Character Research Study due] 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 19 (2h)	<b>Game Session 2 (Assembly): Electorate:</b> 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 24 (1h)	[ <b>Quiz 5</b> 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 26 (2h)	<b>Game Session 3 (Assembly): Social Welfare:</b> Should Assemblymen and jurors be paid?	
Week 8	Tu Oct 31	<i>Fall Reading Week: no class</i>	
	Th Nov 2	<i>Fall Reading Week: no class</i>	
Week 9	Tu Nov 7 (1h)	Preparation for Special Game Session	
	Th Nov 9 (2h)	<b>Special Game Session (Religion): Panathenaic Festival</b>	
Week 10	Tu Nov 14 (1h)	[ <b>Quiz 6</b> on Plato <i>Rep.</i> Part II]	Plato <i>Rep.</i> (Game Book, 118-47)



The University of Western Ontario  
Department of Classical Studies

		Preparation for Game Session 4	Plato <i>Apology</i> (OWL)
	Th Nov 16 (2h)	<b>Game Session 4 (Lawcourts): Trial Day:</b> This session is reserved for a trial.	
Week 11	Tu Nov 21 (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 23 (2h)	<b>Game Session 5 (Assembly): Governance:</b> 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 28 (1h)	Preparation for Game Session 6	Plutarch <i>Cimon</i> (Game Book, 209-13); Thuc. 5.84-116 (Melian Dialogue); Athenian Tribute List (OWL)
	Th Nov 30 (2h)	<b>Game Session 6 (Assembly): Remilitarization/ Restoration of Athenian Empire:</b> Should Athens rebuild its fleet, recommence tribute collection, and reconstitute its empire?	
Week 13	Tu Dec 5 (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 7 (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]	
	Exam Period	No Final Exam	

Note: This syllabus is subject to revision if necessary