

Ancient Political Thought Politics105A/Legal Studies 105A

University of California, Santa Cruz

Summer Session 2, MW 1pm-4pm, Engineer 2 194

Instructor: Rowan Powell roapowell@ucsc.edu

Office Hours: held by appointment and in co-ordination with TA
TA” Samantha Stringer smstring@ucsc.edu

Our first class will be Monday 25th July @ 1pm, Engineer 2 194

Course Description



‘Socrates: "I went down to the Piraeus”

Why does Plato begin the Republic with these lines? What is in the political dialogue, between friends? What the relationship between an argument and war? Where does politics take place? And where, if at all can we seek justice?

Through close, careful and attentive reading of unfamiliar texts, we will make the familiar and contemporary, strange, finding new ways to question the political assumptions of our times.

This course offers a survey of ancient political thought, focusing especially on the perspectives, problems, and disagreements that occupied ancient Athenian thinkers. In doing so, this course proposes that our own understanding of foundational political questions is both indebted to ancient thinkers and could stand to benefit from critically reassessing their questions (and answers) as they appear in their histories, dialogues, treatises, and plays. These questions include the following: what is the nature of public and private life, and how does this distinction inform politics? How and where do people engage in politics? What are the conflicts within notions of political identity? What makes a community? And what makes a community democratic? What is the place of debate, deliberation, rhetoric, and manipulation in political life? How should we make sense of political conflict? What is the nature of justice, and what is its relationship to political action and authority? Which aspects of political life are subject to change, and which are not? And finally: what is the relationship between philosophical inquiry—including our own inquiry in this course—and politics?

Course Expectations and Assessments

There are four main components to this course: reading, lecture, discussion section, and writing assessments.

The assigned readings are the foundation of this course. Neglecting these readings will most certainly result in a low grade. Success in the course, on the other hand, requires sticking to the reading schedule and scheduling time to take notes and reflect upon what you have read. That said, the material can be dense and difficult, written in idioms that bear little resemblance to those idioms that even people who *do* read encounter today. It therefore requires that you practice “slow reading,” which takes time, concentration, patience, and reflection, *before* attending lecture and discussion. You should expect to spend approximately 10 hours per week on the readings. As you read, underline key passages, try to think through what passages that are harder to grasp might be arguing, look up unfamiliar words, and **write down questions for discussion**.

In-class lectures are the second key component. You are responsible with being familiar with what’s been discussed in lectures. Be on time. Bring your copy of the text up for discussion to lecture and to discussion meetings. Stay focused.

There are three types of writing assessments that build upon each other throughout the course, including two shorter reading reflections, in-class contributions to the canvas discussion board (graded as part of your ‘class participation grade’) and a final term paper. **A word about academic dishonesty:** the work you submit must contain original arguments and analysis performed by you. Proper and thorough citations are required. The only acceptable sources for these essays are the assigned primary texts. Adapting or copying material from the internet or any other source may constitute academic dishonesty and will result in academic and disciplinary sanctions (including failure of the course). Don’t take the chance.

Details regarding graded parts of the course are as follows:

- 1) **First Reading Response (1200-1500 words=6 pages)** (20%): you will receive a prompt asking you to reflect on the assigned reading.
- 2) **Second Reading Response (1200-1500 words=6 pages)** (20%): you will be tasked with developing and sustaining an argument related to the assigned reading.
- 3) **Final Paper (2000-2500 words=8 pages)** (30%): a longer paper in which you develop an argument, comparing and synthesizing the ideas of several thinkers from this course.
- 4) **Discussion Section Participation** (30%): your participation grade will reflect attendance and participation in discussion throughout the course of the quarter. This includes each student giving a 3 minute presentation on a passage from the weeks readings, beginning with a set of questions from the text and trying to answer those in accordance with the themes of the class. Additionally, you will contribute to discussion boards as another way to contribute to your overall participation grade.

I will be available to meet during my office hours by appointment. You can also reach me by email. Given the number of students enrolled in the class, I advise you to visit your TAs office hours with any questions.

Required Books

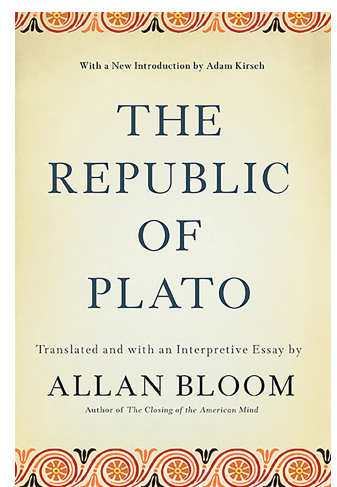
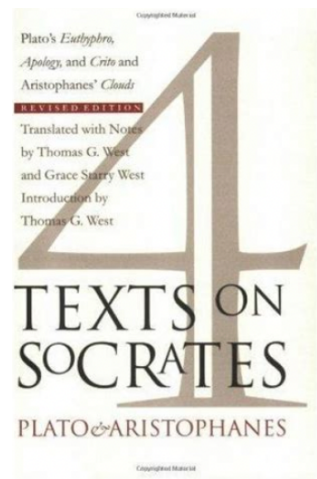
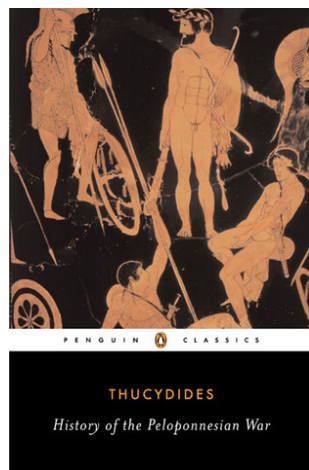
****Only these editions will work for the course****

4 *Texts on Socrates* (Cornell University Press, ISBN 9780801485749)

Sophocles, *Antigone* (Hackett Classics, ISBN 0872205711)

The Republic of Plato, trans. Allan Bloom (3rd edition, Basic Books, ISBN 0465094082)

Thucydides, *History of the Peloponnesian War* (Penguin Classics Revised edition, ISBN 0140440399)



We are only reading 4 texts for this course. Please make sure you get the editions listed here. You should be able to pick them up cheaply in advance of the class.

Course Schedule

WEEK 1: Introducing Ancient Athenian Political Practices and Problems

- 1) Monday, July 25th: Introduction, Sophocles, *Antigone*
- 2) Wednesday, July 27th: Sophocles, *Antigone*

+ First Reading Response prompt (due Monday August 2nd at 11.59pm)

WEEK 2: War, Meaning-making, and the *Demos*

- 3) Monday, August 1st: Thucydides, *History of the Peloponnesian War*

Introduction (p. 35-49)

The Disputes over Epidamnus, Corcyra, and Potidaea (p. 49-72)

The Debate at Sparta and Declaration of War (p. 72-87)

The Spartan Ultimatum and Pericles' Reply (p. 118-123)

Outbreak of the War [2.1-2.9] (p. 124-129)

Pericles' Funeral Oration (p. 143-151)

The Plague (p. 151-156)

The Policy of Pericles (p. 156-164)

- 4) Wed, August 3rd: *History of the Peloponnesian War*

Revolt of Mytilene [3.1-3.15; 3.26-3.28] (p. 194-201; 207-208)

The Mytilenian Debate (p. 212-223)

Civil War in Corcyra (p. 236-245)

The Melian Dialogue (p. 400-408)

Launching the Sicilian Expedition [6.8-6.29; 6.42-6.61] (p. 414-427; 437-449)

Alcibiades in Sparta (p. 465-470)

+ Second Reading Response prompt (due Monday August 9th at 11.59pm)

WEEK 3: Reconsidering War and Peace/Justice, Knowledge, and Politics

- 5) Monday, August 8th:: *History of the Peloponnesian War*
Thucydides, *History* [7.1-7.7.18; 7.31-7.41; 7.59-7.87] (p. 478-488; 496-503; 516-537)

Plato, *Euthyphro*

- 6) Wed, August 10th; *Republic* Books 1-2

WEEK 4: Reconsidering War and Peace/Justice, Knowledge, and Politics

7) Monday, August 15rd: *Republic* Books 3,4,5,6,7

8) Wednesday, August 17th: *Republic* Books 8,9,10

+ Final paper prompts distributed

(Due date: to be determined in line with UC wide final grade submission date)

WEEK 5: Contestation, Citizenship, and Democratic Life

9) Monday, August 22rd: Plato, *Apology*

10) Wednesday, August 24th: Plato, *Crito*

Essays: The goal of the essays is to promote careful reading, synthesis of the readings with other course activities, and above all, scholarly articulation of your interpretations. The essays are also a key component of how you fulfill the “disciplinary communication” requirement in your major (see below). The essays you write in this course are works of theorizing; they are not research papers. Your TA and I will provide you with a few prompts for each essay. Your essays will be evaluated by your use of textual evidence and argumentation, your originality, and the style and grace of your exposition. Improvement of these skills from the midterm to the final essay is an important course objective. The prompts are carefully designed to guide you in developing an in-depth argumentative essay and avoiding common pitfalls. Look at them early on but don’t be discouraged if they seem opaque to you at first. Even when you’ve settled on a prompt for your essay, you’ll want to take time studying it to understand what it’s asking of you.

A guide for evaluating your papers (and anticipating how we will evaluate them):

Below are different aspects of a paper that contribute to whether the paper is interesting, original, and effective, along with some questions which you can use to guide your work.

Thesis: Is the thesis of the paper both interesting and specific? Does it address a significant problem in the text? Does the thesis tell me something I do not already know from common knowledge, and that isn’t immediately apparent? If it is controversial, is it presented convincingly?

Organization: Does the paper follow a logical path in developing and supporting the thesis? Are new ideas presented in a good order? Is it clear how each new idea relates to the thesis and how it follows from the previous idea? Are there any ideas that seem out of place? Do the introduction and conclusion contextualize the thesis and tell me why it is interesting, what other issues it is related to, or what other implications it has in addition to those discussed in the paper?

Evidence: Does the author make the best possible use of the text to support her thesis, choosing selectively from the available material? Are citations and quotations appropriately introduced and explained? Does the paper have a good balance between, and appropriate use of, direct quotation and paraphrasing?

Style: Is it a pleasure to read this prose? Is vocabulary used appropriately and effectively? Is sentence length varied? Does the author present her ideas clearly? Does she use constructions such as parallelism or subordination effectively to show relationships between ideas? Is word repetition clearly a stylistic choice, appropriately used, rather than tedious? Is the language appropriately formal for an academic paper, without contractions or colloquialisms?

Mechanics: Has the author avoided grammatical and spelling errors? Is punctuation correctly used? Are sources cited properly?

Communication

My office hours are held by appointment between 3.10-5.10pm on Thursdays. They will be held via zoom unless you request otherwise and we can co-ordinate a place to meet outside if the weather allows. You can also reach me by email with any questions about the course content that you wish to discuss.

Please communicate with me via email regarding any sickness, absence or other logistical concern or barrier for accessing the class. I will do my best to respond within 48hours, and will be checking my email less frequently over the weekend days.

*** PLEASE CHECK YOUR EMAILS FOR CANVAS ANNOUNCEMENT UPDATES ***

Canvas is where I will send mass communications about all things related to the class. You should receive this information via your email, and you can also access it via the announcement tab on canvas.

In-person format, Summer 2022:

Please take care to comply with all university guidelines about masking in indoor settings, performing daily symptom and badge checks, testing as required by the campus vaccine policy, self-isolating in the event of exposure, and respecting others' comfort with distancing wherever possible. Please do not come to class if your badge is not green. If you are ill or suspect you may have been exposed to someone who is ill, or if you have symptoms that are in any way similar to those of COVID-19, please err on the side of caution and stay home until you are well or have tested negative after an exposure. **Please send me an e-mail as soon as possible to let me know that you need to stay home to honour our covid protocol and I'll respond as soon as I can about how best you can keep learning.**

If needed, I will alter the format of the course, moving one or more in-person sessions onto Zoom. I will communicate clearly with you via email or Canvas announcement about any changes that occur, providing as much advance warning and as clear and manageable instructions as are possible.

LAND ACKNOWLEDGEMENT

The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the Dean of Students office.

TITLE IX / CARE ADVISORY

The Title IX Office is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment and discrimination. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

STUDENT SERVICES

Counseling and Psychological Services

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Student Success and Engagement Hub

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/Emergency Services. For all other help and support, including the health center and emergency services, start here. Always dial 9-1-1 in the case of an emergency.

Academic Integrity

Typically, plagiarism is the most common form of misconduct to occur in this course. Make sure that you are confident you understand what that is. If you are unsure about what is acceptable or not acceptable in completing assignments for this course, talk to the TA or the instructor. No offenses against standards of academic integrity will be tolerated, whether in reading responses, papers, or the final exam. Typically, if a plagiarism case or another case violating academic integrity seems to the instructor to be clear cut, she processes it through the campus's system, and imposes the academic penalty of failure in the class.

In this course, you will be required to write about the required readings for the course. As you develop your understanding of the required readings, we expect you will be using the audio recordings available on Canvas for this course, class and section discussions, and your own notes and learning journals. You are also very welcome to collaborate in helping each other learn. However, each person's submitted assignments must consist of only their own writing, with appropriate citation and quotation of sources (as guided by the instructions for that assignment). We expect that your written work will cite and quote from required readings as guided by that assignment's instructions, and the best work will cite and quote only from the indicated readings. However, as a basic principle of academic integrity, your work must include references to and citations of the sources that you are deriving your work from, even if you are not following the instructions to use only the assigned readings. A piece of student work that cites or quotes from another source, with proper citation and quotation, would not be following the instructions well, but would not be a breach of academic integrity. An assignment that clearly derives from a source that is not properly cited, or quotes without indication, would be treated as a potential violation of academic integrity. Therefore, as you consider how to work with others or to consult any materials beyond those indicated by the instructors, make sure that you are aware of and honest with yourself and your collaborators about your own sources and work, that you trust your collaborators to be aware of and honest about their sources, and that you use their work as an aid in developing your own understanding that you can then communicate in your own words, rather than as source for language that you misrepresent as your own writing. The Politics Department and the UCSC library each have web pages with some helpful information about plagiarism, citation, and academic integrity:

<http://politics.ucsc.edu/undergraduate/citation.html>
<https://guides.library.ucsc.edu/c.php?g=148148&p=971575>

The University's principles and policies regarding breaches of academic integrity can be found in the "Cheating" section (section 102.11) of UCSC's [Student Code of Conduct](#); Plagiarism is treated in section 102.012. Campus procedures for handling violations of academic integrity are described on the Academic Misconduct Policy website.

If you have any questions about this, or anything outlined in this syllabus be sure to ask me either in person or via email, or contact your TA.

Grading Guidelines:

Below is an evaluation of how the guidelines above typically translate into grades. We will use these standards, which are similar to those in other classes at UCSC and at other institutions, when judging your work.

A: Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay should engage the reader in the inquiry, convincingly answer opposing views, be well organized, and free of significant flaws. An 'A' paper should be not just good but outstanding in ideas and presentation.

B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The 'B' essay may have some outstanding qualities but be marked by significant flaws which keep it from being an 'A'; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The 'C' essay meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The 'C' paper may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Barely passing work that shows effort but is so marred by serious problems that it cannot be considered a satisfactory paper. Essays without a readily identifiable thesis are liable to be graded 'D'.

F: Failing work, for example, a hasty, sloppy essay that shows little or no thought, effort, or familiarity with the text. An essay that does not respond to the topic given is a failing essay. Grade Contestation (for exams and/or papers):

If you judge your grade to be inaccurate (with respect to the grading guidelines), you must wait at least one day after receiving your work before contacting the TA, so that you may re-read your work, and consider the comments and grade you were given. After 24 hours, but within one week of when your paper is returned to you, you may submit a written account of the reasons why you believe the grade to be inaccurate. We encourage you to think critically about the strengths and weaknesses of your work, and commit those thoughts to writing. Your TA will further elaborate on (and perhaps reconsider) your grade in writing. If you are not persuaded, you may bring forward your paper with the TAs comments and the dossier of correspondence between you and your TA to the instructor.

Learning Objectives: My objectives for student learning in this course include both knowledge and skills. By the end of the quarter, you will:

- Be familiar with the arguments and ideas present in ancient political thinking, as presented in the readings, in lectures, and in classroom discussions
- Understand some main theoretical debates within and about ancient political thinking, and be able to draw connections between these debates and topics in present-day politics
- Thoughtfully read complex texts and analyze arguments
- Communicate your own ideas and arguments, verbally and in writing