



SSI2: DEMOCRATIC LABORS IN ATHENS AND AMERICA

MWF AT [TIME] IN [PLACE]



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“What Athens was in miniature America will be in magnitude.”
Thomas Paine (1792) *Rights of Man*

Course Description

This course examines two critical moments in the history of Western democracy, the restitution of the Athenian democracy in 403 BCE and the Woman’s Suffrage and labor movements in Greenwich Village in 1913. In each of these moments, well-established democratic societies faced difficult questions about the very meaning and constitution of a democracy. What does it mean to be a citizen in a democracy? Who has the right to participate and vote? How does a democracy change in times of economic upheaval or warfare? How do changes in social and economic policy, military activity, or voting rights change relations between individuals, men and women, rich and poor, native and foreign-born?

We will address these questions by examining both the classical Athenian and early-twentieth-century U.S. democracies in great detail, playing simulations (from the *Reacting to the Past* series) of these two critical moments. Each of you will be asked to play two roles (one in the Athens game, one in the Greenwich Village game), based on historical individuals and/or principles, exploring the complexities, challenges, and limits of democratic practice. For each role, you will have a series of specific political, social, and/or economic objectives to accomplish within a three-week time period. In order to persuade your fellow students to support your role’s objectives or to make them into law, you will do extensive research and writing, defending arguments in online posts, during in-class discussions, and in writing. Thus you will test the principles of your role and democratic theories in relation to specific historical events and social forces (e.g., class, gender, and race) in a practical environment of negotiation and compromise.

Course Objectives

As a second-semester Seminar in Scholarly Inquiry, this course has two primary objectives:

- Students will continue to hone the academic abilities of reading, writing, and oral argument necessary to enter into academic conversations. Specifically, students will work to frame a problem or question, to develop a thesis, to defend their thesis effectively, and to think critically about arguments – their own and those of others. Since this class is unusually ‘learner-centered’, your experience and success depend crucially on your active engagement through independent reading, writing, and oral argument.
- Students will practice the research techniques – crafting a research question, retrieving information, seeking assistance – required to develop and produce a substantive and scholarly research paper of their own design by the end of the semester.

Course Requirements

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| 1. Attendance, Participation | 10% |
| 2. Quizzes (3) | 10% |
| 3. Oral Presentations (4-ish) | 20% |
| 4. Athens: Position Papers (2) (3 pages each) | 20% |
| 5. GV: Position Papers (2) (3 pages each) | 20% |
| 6. Final Research Paper (10-12 pages) | 20% |

1. Attendance & Participation: Attendance is absolutely necessary. While I will not call roll, I will be keeping record of your attendance. Excessive non-attendance will result in a reduction of your grade, or, in extreme cases, you being dropped from the course. You are expected to come to class prepared to read and discuss the texts. Please bring your texts to class, as we will use them. Feel free to leave your cell phones at home, or, at the very least, turn ‘em off. I realize that on rare occasions things might go horribly, terribly wrong and completing the assignment is not possible; in such cases, I would rather you come to class unprepared than not come at all, so that you may at least listen to and participate in the discussion. If a catastrophic situation should arise and you cannot attend class, contact me as soon as possible and we can work out a reasonable solution.

2. Quizzes: There will be three (3) in-class quizzes on the historical context relating to the Athens and Greenwich Village games. Since you will be asked to gain a working familiarity with a wide range of sources in a very short amount of time, these quizzes are meant to ensure that you have a solid foundation in the historical details.

3. Oral Presentations: Both the Athens and the Greenwich Village games require substantial amounts of oral presentation: prepared and impromptu speeches in favor of or against legislation, forensic oratory, calls soliciting support for your political, economic, or social cause, etc. At the very least, students will deliver approximately four (4) prepared speeches. These speeches will be evaluated according to four criteria: logic, content, style, and delivery.

4.5. Position/Faction Papers: In each game you will write two (2) position papers: one at the beginning of the game, one at the halfway point of the game. In these papers you will articulate your position and goals at that stage of the game. These papers require you to do a degree of independent research, both making sense of the materials that I have provided you and striking out on your own in search of additional information. Each paper will be approximately three (3) pages in length. For the second position paper in each game, there will be an option to write a longer, collaborative faction paper detailing the faction’s plans as the game moves ahead. At the end of each game, you will also be asked to write a short (1-2 pages) paper reflecting on your experience in the game.

6. Final Research Paper (FRP): In the final weeks of the course, you will develop, research, and write a scholarly paper on a topic of your own choosing. In order to write your research paper, you will first complete a series of preliminary steps:

- Compile an annotated bibliography (Find the data!)
- Write a one-page abstract (Make your own thesis!)
- Consult with me and a peer about your bibliography and abstract (Defend your thesis!)
- Write a draft of the paper, due at time of presentation (Articulate your idea!)
- Give a presentation on your research (Share your idea!)

Then, if you’re nice, you can write your research paper. Remember: I do not accept late papers, but I am **always** available and happy to consult with you about your paper.

Required Texts

- Carnes, M. C. and J. Ober. (2005) *The Threshold of Democracy: Athens in 403 B.C.* Prentice Hall. (= *ToD*)
Reeve, C. D. C., trans. (2004) *Plato: Republic*. Hackett.
Thorley, J. (2004) *Athenian Democracy*. 2nd edition. Routledge.
Treacy, M. J. (2009) *Greenwich Village, 1913: Suffrage, Labor, and the New Woman*. (= *GV*) [printed book]
---. (2009). *Our American Century*. (= *OAC*) [printed packet]

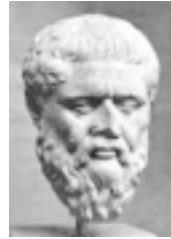
Additional Texts on Reserve

- Bausum, A. (2004) *With Courage and Cloth*. National Geographic.
Garland, R. (1998) *Daily Life of the Ancient Greeks*. Hackett.
Green, M. (1988) *New York 1913: The Armory Show and the Paterson Strike Pageant*. Charles Scribner's Sons.
Harris, L. S. (2003) *Around Washington Square*. Johns Hopkins University Press.
Pomeroy, S., et al. (1999) *Ancient Greece: A Political, Social, and Cultural History*. Oxford University Press.
Stansell, C. (2000) *American Moderns*. Metropolitan Books.

Additional Course Resources

- Library homepage: <http://www.pugetsound.edu/library>
- Getting Help in the Library: <http://www.pugetsound.edu/academics/academic-resources/collins-memorial-library/services/ask-a-librarian/>
- Academic Integrity Tutorial: <http://alacarte.pugetsound.edu/subject-guide/6-Academic-Integrity-Puget-Sound>

Schedule

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| W | 22 Jan | Introduction to course and Athens 403 BCE |  |
| F | 24 Jan | Plato <i>Republic</i> Books 1-2 | |
| M | 27 Jan | Plato <i>Republic</i> Books 3-4 | |
| W | 29 Jan | Plato <i>Republic</i> Books 5-6; **Roles Distributed** |  |
| F | 31 Jan | Plato <i>Republic</i> Books 7-8 | |
| M | 3 Feb | Plato <i>Republic</i> Books 9-10 | |
| W | 5 Feb | Athens Before 445 BCE: Pomeroy et al. (pp. 159-245) | |
| F | 7 Feb | Athens 445-403 BCE: Pomeroy et al. (pp. 246-329); **Quiz on Sources/History** | |
| M | 10 Feb | Athenian Democracy: Thorley (all), <i>ToD</i> (Appendices B & D); **Quiz on Democracy** | |
| W | 12 Feb | Introduction to Game & Sources, <i>ToD</i> (pp. 1-58) | |
| F | 14 Feb | Faction Meetings; Choose an Identity by this Date | |
| M | 17 Feb | Assembly Session 1, Position Paper 1 Due | |
| W | 19 Feb | Assembly Session 2 | |
| F | 21 Feb | Assembly Session 3 | |
| M | 24 Feb | Assembly Session 4, Position Paper 2 Due | |
| W | 26 Feb | Assembly Session 5 | |
| F | 28 Feb | Assembly Session 6 | |

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| M | 3 Mar | Reflection on Athens Game, Reflection 1 Due |
| W | 5 Mar | Introduction to Woman's Suffrage and Labor movements |
| F | 7 Mar | Historical Context: Readings from Stansell and Green (TBA); **Quiz on Sources/History** |
| M | 10 Mar | Prep Session A: Woman's Rights and Suffrage: GV (pp. 34, 45-57, 100-151) |
| W | 12 Mar | Prep Session B: Labor and Labor Movements: GV (pp. 35, 58-74, 152-192) |
| F | 14 Mar | Prep Session C: Bohemia: The Spirit of the New: GV (pp. 35-6, 75-89, 193-276); **Roles Distributed** |

Spring Break

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| M | 24 Mar | Introduction to Game: GV (pp. 3-31, 36-43, 90-8), OAC "The Nation Issue!" |
| W | 26 Mar | Preparation Day |
| F | 28 Mar | Game Session 1 [= Class 4 =The Suffrage Cause]: OAC "The Politics Issue!" Position Paper 1 Due |



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| M | 31 Mar | Game Session 2 [= Class 5 = Labor Has Its Day]: OAC "The Money Issue!" |
| W | 2 Apr | Game Session 3 [= Class 6 = Feminist Mass Meeting]: OAC "The Reform Issue!" |
| F | 4 Apr | Preparation Day |

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| M | 7 Apr | Game Session 4 [= Class 7 = Mabel Dodge's Evening]: OAC "The Culture Issue!" Position Paper 2 Due |
| W | 9 Apr | Game Session 5 [= Class 8 = Thus Speak <i>The Masses</i> and the Vote] |
| F | 11 Apr | Coda/Post-Mortem [= Class 9]: Bausum Ch. 1/Green Ch. 7, <i>The Quill</i> |

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| M | 14 Apr | Reflection on Greenwich Village Game, Reflection 2 Due |
| W | 16 Apr | FRP Annotated Bibliography Due |
| F | 18 Apr | FRP Abstract Due, Peer Discussion of Abstracts (In-Class) |

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| M-F | 21-25 Apr | Individual FRP Conferences with Instructor |
| M | 21 Apr | In-Class Writing Workshop |
| W | 23 Apr | Student Presentations (1-3) |
| F | 25 Apr | Student Presentations (4-6) |

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| M | 28 Apr | Student Presentations (7-9) |
| W | 30 Apr | Student Presentations (10-12) |
| F | 2 May | Student Presentations (13-15) |

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| M | 5 May | Student Presentations (16-18) |
| W | 7 May | Evaluations |

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| W | 15 May | Final Paper Due, 12 noon |
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