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## SYLLABUS ARCHIVE

### Course and Instructor Information:

#### **Athenian Law and Democracy**

Rebecca Futo Kennedy

Denison University, Department of Classical Studies

### Helpful Context:

Course most recently taught in 2020

Average enrollment: n/a

This is an undergraduate course primarily intended for non-majors.

It is taught primarily in-person.

It fulfills the humanities general education requirements.

Syllabus provides general parameters for the course, and students collaborate with instructor at the start of the term to determine specific content and schedule.

# CLASSICS 301: Athenian Law and Democracy

Barney Davis 215; T/Th 9:50-11:10am



Image: Vote on Arms of Achille. Ca. 480 BCE. Brygos Painter. London E69. British Museum, London, UK.

**Instructor:** Prof. Rebecca Futo Kennedy  
(You can call me Dr or Prof Kennedy)

**Email:** kennedyr@denison.edu

**Office:** 414 Fellows

**Pronouns:** she/her, but using 'they' as a singular has been ok since the 16<sup>th</sup> century, at least

**Office Hours:** In person T/Th 11:30-12:30 and on-line MWF by appointment

## REQUIRED TEXTS:

1. D. Phillips *The Law of Ancient Athens* (Michigan, 2013)
2. Papadatos, Kawa, and Di Donna *Democracy* (Bloomsbury, 2015)
3. M. Lang *The Athenian Citizen: Democracy in the Athenian Agora* (ASCSA, 2004) (open access online)
4. Other things as linked on online [Schedule of Readings](#)

**COURSE DESCRIPTION:** We will examine and analyze the democracy of the ancient Athenians and their process of law. The focus will be on the development and nuts and bolts of operation of the democracy and on laws that undergirded it, especially focused on citizenship, property/inheritance, and immigration laws and legal cases..

This course may fulfill either the 'U' Humanities. This course may be used to fulfill the 300-level course requirement for Classical Studies majors and minors. It is designed, however, for students with no background in ancient history or literature.

## COURSE OBJECTIVES:

1. CORE STUDENT LEARNING GOALS: Identity awareness; analytical thinking; critical thinking; creative thinking; ethical thinking; issues of power and justice; differences among persons; global perspective

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2. **CONTENT SPECIFIC GOALS:** Learn about the nature, function, and history of ancient Athenian democracy and understand better the relationship between ancient democratic forms and modern ones.

**ACADEMIC CREDIT POLICY:** The university has passed a new academic credit policy to align with minimum standards requirements. Here is the policy:

Minimum standard for courses over one credit. Courses offered for other than one credit are simply multiples of the one-credit standard. Therefore, a four-credit course requires four hours of classroom or direct faculty instruction AND eight hours of out of class student work (for a total of twelve hours of weekly work) over 14 weeks of instruction plus one week of exams.

## **GRADING AND ASSIGNMENTS:**

1. Beginning of semester reflection (300-500 words/10 points): Why I took this class and what I want to get out of this class
2. End of semester reflections (500-650 words/15 points): What I am taking away from this class and where I will apply what I learned outside of the classroom
3. Daily talking circle (50 points)

### *Student Developed Assignments:*

1. Reading Reflections: Students will turn in 10 (worth 10 points each; total 100) reflections on daily reading assignments which they will produce as part of their preparations for daily discussions. These reflections should include close engagement with the assigned texts, but can also include reflection on how this assignment connects to previous class discussions, where earlier class discussions have shaped your current reading, and any connections you see to present or contemporary events or circumstances or things you are studying in other classes. Reflections will be loaded up to Notebowl by 10am the day of class. Reflections will be assessed on quality, not quantity, but should be at least 1 page single spaced (250-300 words).

2. Discussion Reflections (2 at 20 points each; 40 points). Sometimes it is valuable to think back over previous class periods and discussions to see what we have learned or how our views might change as we engage in conversation with each other. Changing our minds or confirming older opinions based on new evidence and new perspectives is important to democracies. Thus in addition to the first and final reflections, student are asked to produce 2 500-650 word reflections on the previous course material. These will be due in the 6th and 12th week of classes, uploaded to Notebowl.

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3. Build Your Own Democracy: For April 27, each student will bring to class an “outline” of what they think is the “best” democracy as defined and argued for by you. We will group student will similar ideas and for the final day of class, you will bring in a more fully developed vision and we will debate the merits and detriments of each proposal and then elect our new democracy. 100 points total--40 points for individual outline; 60 for group final.

**ATTENDANCE POLICY:** If you need to miss class, let me know. Normal expectations of class attendance apply--**three free absences then we talk about deductions overall grades.** If you are in a health situation and need to Zoom into class or have a COVID related issue, see below. The goal is to be flexible with students, but any students not experiencing hardship or disruption should treat this semester as any other.

**COVID RELATED POLICIES:** The university has provided numerous guidelines for our current health crisis. In addition to the university policies, listed below, please note that it is possible we will switch to online instruction if needed for my or campus health.

**Recording Class Sessions:** If any student in this class is remote for any period due to COVID-related issues, this class or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course and will be deleted at the end of the 2020 term. The files will be uploaded to Notebowl and will only be accessible to students enrolled in the class and the instructor. Students who post these discussion in any form (edits, whole, etc) will be in violation of university conduct policies and federal privacy in education laws.

**Reminder, also, of the university policy on appropriate use of course material:**

As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law

For an overview see <http://copyright.gov/circs/circ01.pdf> and for fair use guidelines see <http://copyright.gov/fair-use/more-info.html>).

In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with your instructor.

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**Face Coverings:** Denison requires all students, faculty, and staff to wear face coverings (face masks or face shields) on campus to promote the health and safety of all community members. This policy includes all academic, office, residential, communal, and athletics spaces. Students must adhere to this policy during all class meetings.

**Physical Distancing & Classroom Disinfection:** It is the responsibility of all community members to follow all health and wellness protocols established by the institution. This includes maintaining physical distancing and sharing responsibility for sanitized learning spaces.

The classroom space has been arranged to maintain six feet of physical distance between all students and the instructor. Students are expected to maintain that distance.

Classrooms must be disinfected after every class session. In this course, it is a community responsibility to make sure the disinfectant is sprayed after every class session. Students are expected to follow the instructor's guidance regarding plans for sanitizing our learning space.

**STATEMENT ON TEACHING EVALUATIONS:** Repeated studies have shown that teaching evaluations are driven by gender and racial bias—unconscious and conscious. In a recent legal case in Canada, the court ruled that teaching evaluation, because of the extensive bias should no longer be used in tenure and promotion decisions at Canadian universities. I have tenure and generally receive positive comments on my evaluations. My feeling, however, is that so long as we continue to use a fundamentally flawed and biased instrument to assess for employment and advancement, I can't support it. A time is coming when this practice of using discriminatory tools for employment review will lead to legal action against universities. I appreciate helpful feedback from students to improve my courses, but there are other ways to receive this feedback without supporting a process that harms my colleagues and diminishes their chances of being retained and promoted at this university based not on their abilities, but on their gender, accents, names, religions, physical appearance, or race/ethnicity. Here are some links to studies on the discriminatory nature of teaching evaluations in tenure and promotion decisions:

<https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/gender-bias-in-student-evaluations/1224BE475C0AE75A2C2D8553210C4E27>

[https://econpapers.repec.org/article/eeepubeco/v\\_3a145\\_3ay\\_3a2017\\_3ai\\_3ac\\_3ap\\_3a27-41.htm](https://econpapers.repec.org/article/eeepubeco/v_3a145_3ay_3a2017_3ai_3ac_3ap_3a27-41.htm)

<https://pdfs.semanticscholar.org/30d2/6aad9e4303f907bdb77abae363226125de1.pdf>

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<https://www.insidehighered.com/news/2016/09/21/new-study-could-be-another-nail-coffin-validity-student-evaluations-teaching>

<http://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1509&context=jcba>  
<http://psycnet.apa.org/record/1982-26778-001>

<https://www.insidehighered.com/advice/2018/02/09/teaching-evaluations-are-often-used-confirm-worst-stereotypes-about-women-faculty>

There is also the issue of special demands, higher expectations, and special requests:

<https://www.insidehighered.com/news/2018/01/10/study-finds-female-professors-experience-more-work-demands-and-special-favor>

I will not be setting time aside in class for the completion of the electronic university evaluations. Students may use their own discretion as to whether they want to fill them out or not outside of class. I will still read them and will take the feedback into consideration, but I will provide other opportunities in class for students to provide recommendations and input on improving the course.

If a student feels strongly that I have engaged in behavior that is harassing, discriminatory, or beyond what academic freedom allows, you can report this behavior to the Provost's Office for investigation. If I make a comment or act in a way that is unintentionally harmful, please feel free to email me or speak to me. I strive to be fair to all students. I do not, however, allow hate speech in my classes or discussions that question the humanity of or seek to undermine the rights of students in the room from traditionally marginalized or discriminated against groups.

## **ADDITIONAL UNIVERSITY POLICIES**

**Statement on Academic Integrity:** Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited

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to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. For further information about the Code of Academic Integrity, see <http://denison.edu/academics/curriculum/integrity>.

**Statement regarding Students with Disabilities:** Students with a documented disability who wish to request reasonable academic accommodations based on the impact of a disability should complete a Request for Academic Accommodations/Faculty Notification form with the Academic Resource Center (ARC) located in 020 Higley Hall and contact me privately as soon as possible to discuss specific needs and arrangements. I rely on the Academic Resource Center (ARC) to verify the need for reasonable accommodations based on the documentation on file in that office. Reasonable accommodations cannot be applied retroactively and therefore ideally should be enacted early in the semester as they are not automatically carried forward from a previous term and must be requested every semester.

**Statement on the Writing Center:** The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. The Center welcomes student writers with all varieties of backgrounds and college preparation, including multilingual writers. Should a multilingual writer need writing assistance that exceeds the abilities of consultants, the writer can be referred to the Coordinator for Multilingual Learning. The Center is located on the fourth floor of Barney-Davis Hall. Please consult the Writing Center page on MyDenison for specific information regarding hours of availability.

**Statement on academic support for students who use English in addition to other languages (L2 or Multilingual Support):** In addition to the academic support services available to all Denison students, students who use English in addition to other languages can meet with Denison's Coordinator of Multilingual Learning, Kalynda Thayer. If English is not your first or only language, please consider utilizing this

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resource, which is available to ALL Denison students. Ms. Thayer offers a variety of support for L2 students, including consulting with you about your written language (grammar, syntax, word-choices), strategies to manage your reading assignments, assistance with class conversation and presentations, and help devising ways to develop and effectively use all your skills in English. You can email her at [thayerk@denison.edu](mailto:thayerk@denison.edu) to schedule an appointment.

# CLAS 301: Athenian Democracy and Law SCHEDULE of ASSIGNMENTS

Assignments subject to change due to COVID issues

Phillips = *The Law of Ancient Athens* (Michigan, 2013)

Demos = *Democracy* by Papadatos, Kawa, and Di Donna (Bloomsbury, 2015)

Agora = *The Athenian Citizen: Democracy in the Athenian Agora* by M. Lang (ASCSA, 2004)

<p>Week 1 Feb 2 &amp; 4</p>	<p>What is a Democracy?</p> <p>Assignment: bring a visual or short video that you think captures what democracy is; be prepared to talk about what you think when you hear the word “democracy”</p> <p>My entry: Gorman <a href="#">“The Hill We Climb”</a></p>	<p>Athenian Democracy Overview</p> <p>Reading: “A Short History” Phillips 2-16; Demos 205-206 and <a href="#">Graeber and Wengrow “Hiding in Plain Sight”</a></p>
<p>Week 2 Feb 9 &amp; 11</p>	<p>The Myth of Democracy</p> <p>Reading: Demos 7-56 and <a href="#">Arist. Ath. Pol. 5-12</a>; <a href="#">Thuc 6.53-59</a>, <a href="#">Drinking song to Harmodius and Aristogeiton</a></p>	<p>The Myth of Democracy</p> <p>Reading: Demos 57-108 and <a href="#">Hdt 5.62-78</a></p>
<p>Week 3 Feb 16 &amp; 18</p>	<p>The Myth of Democracy</p> <p>Reading: Demos 109-203 and <a href="#">Arist. Ath Pol</a> selections (XIX is missing. sorry!)</p>	<p>The Myth of Democracy</p> <p>Reading: <a href="#">Thuc. 2.34-46</a>; <a href="#">1776 Report</a>; Discussion of <a href="#">“Our Declaration”</a> by Danielle Allen</p>
<p>Week 4 Feb 23 and 25</p>	<p>Nuts and Bolts of Athenian Democracy</p> <p>Reading: <a href="#">Agora 4-33</a></p>	<p>Nuts and Bolts of Athenian Democracy</p> <p>Reading: Phillips 17-43</p>
<p>Week 5 Mar 2 &amp; 4</p>	<p>Law and Democracy: Making Citizens</p> <p>Reading: <a href="#">Citizen Ideology (autochthony)</a></p>	<p>Law and Democracy: Making Citizens</p> <p>Reading: Clements <a href="#">“Terrain of Autochthony”</a> (it is Ch 18 in the book linked); <a href="#">Trump EO</a>; &amp; <a href="#">Monteiro</a></p> <p>Bonus: Kennedy <a href="#">“Classically White Supremacy”</a></p>
<p>Week 6 Mar 9 &amp; 11</p>	<p>Law and Democracy: Making Non-Citizens</p>	<p>No Class</p>

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	Reading: Kennedy " <a href="#">Race and Athenian Metics</a> "	
Week 7 Mar 16 & 18	No Class	Law and Democracy: Making Non-Citizens  Reading: Against Eubulides
Week 8 Mar 23 & 25	Policing the Boundaries: Marriage Law  Reading: Phillips 137-156	Policing the Boundaries: Marriage Law  Reading: Phillips 157-173; 102-123
Week 9 Mar 30/Apr 1	Policing the Boundaries: Legitimacy  Reading: Phillips 174-215	Policing the Boundaries: Inheritance Law  Reading: Phillips 215-231
Week 10 Apr 6 & 8	Policing the Boundaries: Inheritance Law  Reading: Phillips 232-252	Policing the Boundaries: Inheritance Law  Reading: Phillips 253-281
Week 11 Apr 13 & 15	Policing the Boundaries: Enslaved and Metics  Reading: Hyperides 3; Dem 47	Policing Boundaries: Enslaved and Metics  Other Women (Zobia, Theoris, Aristogeiton's family); Phialai Inscriptions  Reading: Kennedy 2014 Ch 4
Week 12 Apr 20 & 22	No Class	No Class
Week 13 Apr 27 & 29	Policing the Boundaries: Enslaved and Metics  Reading: Against Neaera	Policing the Boundaries: Enslaved and Metics  Reading: Against Neaera
Week 14 May 4 & 6	Ideal Democracy Proposal Day  Bring your own outline to present and we will group teams for the	Athenian Democracy's Legacy?  Reading: on Reconstruction, Jim Crow, modern refugee and

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	final version	immigration policy
Week 15 May 11	What is Democracy?  Revisiting our semester	We will present Ideal Democracy final versions at the scheduled final.  Choose your own presentation format.