

Daniela Cammack, RKZ 309

Office hours: Mondays 3-5pm or by appointment

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### **Advanced Topics in Ancient Political Thought, Fall 2018:**

**Plato, Aristotle, Cicero**

**Tuesdays 3.30-5.20pm**

This course is an opportunity to read, or to re-read, the most significant political statements of three foundational figures in the Western political tradition, paying due attention to both historical context and philosophical argument. It also aims to stimulate reflection on key elements of the modern political lexicon (e.g. politics, democracy, republic, justice, citizenship) by engaging with their Greek and Latin origins. Of particular interest will be the conceptualization of and relationships between a) the good (*to agathon*), the just (*to dikaion*) and the advantageous (*to sympheron*), and b) the honourable (*honestas*) and the useful (*utilitas*).

The course is primarily aimed at graduate students preparing for the Political Theory comprehensive exam, but advanced undergraduates are also welcome. Requirements are a weekly 200-word forum post reflecting on the readings (10%); class engagement (10%); and 20-25 pages of writing in the form of either three short papers (20/25/35%), two mid-length ones (35/45%), or, for those graduates who wish, one longer one (80%). All writing options will be pursued under the close and enthusiastic supervision of the instructor.

1. Sep 4. Introduction (no reading)
2. Sep 11. Plato, Republic I-V (Loeb ed., trans. Emlyn-Jones and Preddy)
3. Sep 18. Plato, Republic VI-X
4. Sep 25. Plato, Laws I-VI (Loeb ed., trans. Bury)
5. Oct 2. Plato, Laws VII-XII

*[For those taking the 3-paper option: paper 1 due 11pm, Friday, Oct 5]*

6. Oct 9. Aristotle, Nicomachean Ethics I-V (Loeb ed., trans. Rackham)
7. Oct 16. Aristotle, Nicomachean Ethics VI-X

*[For those taking the two-paper option: paper 1 due 11pm, Monday Oct 22]*

8. Oct 23. Aristotle, Politics I-IV (Loeb ed., trans. Rackham)

9. Oct 30. Aristotle, Politics V-VIII

*[For those taking the 3-paper option: paper 2 due 11pm, Friday Nov 2]*

10. Nov 6. Aristotle, Rhetoric (Loeb ed., trans. Freese)

11. Nov 13. Cicero, De Re Publica and De Legibus (Loeb ed., trans. Keyes)

*[For those writing one long paper, memo due 11pm, Friday Nov 16]*

12. Nov 27. Cicero, De Officiis (Loeb ed., trans. Miller)

13. Dec 4. Conclusion (no reading)

*[Final papers due 11pm, Wednesday Dec 19]*

## **Expectations**

- Attendance at all meetings is required.
- I'd prefer no laptops or other electronic devices in class. Speak to me if in any week you're using an electronic text.
- I'd like to see everyone for a 15 minute meeting at some point in the first 3 weeks of the semester (preferably in office hours, but if you can't make it then we can set up another time). A sign-up sheet will be available in class.

## **Forum responses**

- Using the Canvas Discussions feature, please submit a brief response (max 200 words) to the reading assignment no later than 11am on the day of class, starting Tuesday, September 11.
- You should use this as an opportunity to draw attention to anything you have found striking, puzzling or intriguing about the texts; raise any questions you'd like us to discuss; and/or try out ideas you may wish to write about at greater length.
- I will use these responses to help shape our time together. Be prepared for me to ask you to elaborate on any points you raise, and aim to read others' offerings before we meet.

## **Evaluation**

- Forum responses: 10%
- Class engagement: 10%
- 20-25pp. of writing: 80%

You have three writing options, to be chosen and pursued in consultation with me:

1. Three 5-8pp. papers, worth 20/25/35% of your grade, respectively
2. Two 10-12pp. papers, worth 35/45% of your grade
3. (graduates only) One 20-25pp. paper.

## **Texts**

We will be using the Loeb series of *en face* translations, so we can check the Greek and Latin vocabulary as we go. I recommend either buying or borrowing your own hard copies of these texts and bringing them to class with you.

The entire Loeb collection is now also available online (via Orbis). This is one way to do the reading, but not ideal since although you can save texts and your annotations to your personal account, you can't—I believe; let me know if I'm wrong—download anything or print it out, and I don't want us using laptops / tablets in class as I find them too distracting. However, the Loeb online is an amazing resource and I encourage you to explore it when you have a chance.

The Perseus collection, at [www.perseus.tufts.edu](http://www.perseus.tufts.edu), is another wonderful tool. It's now been partly superseded by the Loeb online, but it too contains many of our texts, in both English and Greek/Latin versions (often older Loeb translations), and it has three useful features. First, it's all printable / copiable text. Second, if you display the Greek alongside the English, you can click on words and pull up their entries in the lexicon, as well as statistics about word frequency and so on. Third, you can find specific lines much more easily in Perseus than in the Loeb online, which is currently only searchable using page numbers in the Loeb print edition. If you don't know those, it really slows you down.

## **Historical context: optional reading suggestions**

Mogens Hansen, *Athenian Democracy in the Age of Demosthenes* (Norman OK, 1999)

Eric Robinson, *Democracy beyond Athens* (Cambridge, 2011)

W.G. Forrest, *Emergence of Greek Democracy* (New York, 1966)

W.G. Forrest, *A History of Sparta* (Bristol Classical Reprints, 1995 [1968])

Andrew Lintott, *The Constitution of the Roman Republic* (Oxford, 1999)

Fergus Millar, *The Crowd in Rome in the Late Republic* (University of Michigan Press, 1998)

Fergus Millar, *The Roman Republic in Political Thought* (University Press of New England, 2002)

### **Just for fun: even more optional reading suggestions**

José Carlos Somoza, *The Athenian Murders* (2003)

Robert Harris's Cicero Trilogy: *Imperium* (2006), *Lustrum* (2009) [pub. as *Conspirata* in US], *Dictator* (2015)

### **Plagiarism**

Yale faculty are required to make a statement about academic integrity on their syllabi, so here is mine. I don't worry too much about this in my classes, because I make a point of meeting with every student at least once (usually several times) during the development of each paper. But you should know that I take my responsibilities as a teacher and researcher very seriously, and I will hold you to the same standard. Passing off others' work as your own, even inadvertently, is a betrayal of your position as a member of the scholarly community and moreover prevents you from developing and refining your own views of the material we study, which I take to be the point of your education. Yale's policy on plagiarism is clear; if you have any doubts or queries about it or about how to make appropriate use of others' ideas, ask me, and see <http://ctl.yale.edu/writing/using-sources>.