

DEMOCRACY IN ATHENS AND AMERICA
CLASSICAL POLITICAL THOUGHT
POLITICAL SCIENCE 315
FALL 2008

Introduction

8-26 Receive syllabus; get acquainted; Thucydides on history and power
The Landmark Thucydides, 3-16; 76-79

8-28 Athenian self-government: how it worked
Alfred Zimmern, *The Greek Commonwealth*, 139-179
The Landmark Thucydides, 577-582

Query one: should the popular majority rule?

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Aristophanes, *The Complete Plays of Aristophanes* (Clouds), 101-141
Josh Ober, "Public Speech and the Power of the People in Democratic Athens," *PS: Political Science & Politics* (September 1993):481-486

9-4 Democracy in history: elitist v. participatory varieties
Robert A. Dahl, *Democracy and its Critics*, 213-231
David Held, *Models of Democracy*, 174-198

9-9 Should the popular majority rule? Pro and Con arguments
Aristotle, *The Politics*, Book 1 and Book 3 (part): 35-38; 86-94
Elaine Spitz, *Majority Rule*, 169-193

THREE QUESTIONS CLASS

9-11 *class debate*: is participatory democracy desirable?
Morris Fiorina, "Extreme Voices: A Dark Side of Civic Engagement," *Civic Engagement in American Democracy*, 395-425
Frank Bryan, *Real Democracy*, 1-15; 57-81; 233-253

9-15 Micro-essay #1 due in CLA 251 by 4pm (participatory democracy)

Query two: how far should democratic authority reach into family and education?

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Plato, *The Last Days of Socrates* (Euthyphro), 1-27

9-18 The Greek city and the family II
Sophocles, *Sophocles I* (Antigone), 159-204
THREE QUESTIONS CLASS

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Amy Gutmann, *Democratic Education*, 19-47

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10-2 A liberal, internationalist nationalism: Pericles' funeral oration
The Landmark Thucydides, 79-85; 89-128

10-7 The Mytilenean debate
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Query four: was the war inevitable?

10-14 Stasis: civil war, international chaos, and the security dilemma
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Richard Led Lebow, *The Tragic Vision of Politics*, 65-89

10-16 The peace treaty and the Melian dialogue
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THREE QUESTIONS CLASS

10-21 Hubris and tragedy
Sophocles, *Sophocles I* (Oedipus the King), 11-76
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10-23 *class debate*: does Thucydides present the war as inevitable or an avoidable breakdown of a socially-constructed value system?
The Landmark Thucydides, 397-402; 427-435; 451-478
Richard Led Lebow, *The Tragic Vision of Politics*, 141-167

10-27 Micro-essay #4 in CLA 251 by 4pm (realism versus constructivism)

Query five: under what conditions are dissenters against democratic states justified?

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Plato, *The Last Days of Socrates* (Apology), 31-67

10-30 Socrates the loyal citizen
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11-6 class debate: should civil protestors accept their punishment?
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Query six: what ethical principles, if any, apply during times of war?

11-11 A modern challenge to the realist theory of war: distinguishing Mytilene and Melos
Michael Walzer, *Just and Unjust Wars*, 3-33

11-13 Nixon in hell: the bombing of Cambodia
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Samantha Power, "A Problem from Hell": *America and the Age of Genocide*, 1-111
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11-18 The source of the rules of war in the domestic analogy and the legal responses to aggression
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11-20 class debate: were the Melian action and/or the bombing of Cambodia war crimes?
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11-24 Micro-essay #6 in CLA 251 by 4pm (jus in bello)

Query seven: what ethical principles, if any, govern starting a war?

11-25 Classical Realism and the Preemptive Strike
Walzer, *Just and Unjust Wars*, 74-85; 225-268
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11-26/11-30 Thanksgiving Break

12-2 The Neo-Conservatives and Unilateralism
Richard Ned Lebow, *The Tragic Vision of Politics*, 310-359
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12-4 class debate: is the Neo-Conservative case for American unilateralism, e.g. preemptive war, justified?
Francis Fukuyama, *America at the Crossroads*, 66-94
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12-11 Final exam 1:15 – 3:15

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Reserve reading

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Social contract

Students are required to write six 750-word micro-essays. To conserve resources, please single space and print on both sides of a single sheet of paper. The class format will be to discuss and debate topics before you write on the material. We will debate seven queries, and in seven "three questions" sessions, students will have the opportunity to set the agenda for class discussion (see the class schedule for dates). For three questions sessions, students should prepare three queries suitable for discussion. Chosen at random, students are asked to lead the class in discussion of their question.

Micro-essays 60% (10% each)
Class Discussion 15%
Final Exam 25%

No student absent eight class sessions, for whatever reason, will receive a passing grade. After three absences, the class participation grade will be lowered.

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