

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

SCHOOL OF ART HISTORY, CLASSICS, AND RELIGIOUS STUDIES  
CLASSICS, GREEK, AND LATIN

## CLAS 208/308 Greek Social History

TRIMESTER 2 2010  
12 July to 13 November 2010



### Trimester Dates

**Teaching Dates:** 12 July-15 October 2010

**Mid-trimester Break:** 23 August-5 September 2010

**Study Week:** 18-22 October 2010

**Examination/Assessment Period:** 22 Oct-13 November 2010

**N.B.:** Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the formal examination period.

**Withdrawals/Refunds:** This information may be found at  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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CLAS 208/308 Course Handout 2010

## **1. Course Organization**

### **1.1 Lecturer**

Dr. David Rosenbloom (course convener), office OK 516, ph. 463-5478, e-mail, [david.rosenbloom@vuw.ac.nz](mailto:david.rosenbloom@vuw.ac.nz); office hours Th 11:00-12:00 and by appointment.

### **1.2 Tutors**

Cecily Duncan, Dan Knox, Teresa Schischka, Sheryn Simpson, and Alex Wilson.

### **1.3 Lecture Time and Place**

2:10-3:00, Tuesday, Thursday, Friday; Hunter LT323. There are no Friday lectures in weeks when we hold tutorials. The following Fridays there will be no lecture: 30 July, 13 Aug, 10 Sept., 24 Sept. 8 Oct.

### **1.4 Lecture Dates**

Lectures take place from 12 July to 15 October.

## **2. Learning Objectives and Content**

### **2.1 Course Delivery and Tutorials**

In this course there are 30 lectures and 5 tutorials, which start in week 3. Tutorial groups are scheduled at various times and places throughout the week. Details of these times and places will be posted as soon as possible in the first week of the trimester on one of the Classics notice boards, located outside Old Kirk 504 and 505. Students should go to these notice boards and sign up for a tutorial group as soon as possible after the first lecture.

### **2.2 Blackboard**

Most materials required for this class will also be available on Blackboard—this course handout, optional and supplementary readings, reference materials (maps, timelines), tutorials, PowerPoint slides of lectures. It is essential that you have an active ITS account.

### **2.3 Additional Information**

Any further announcements concerning the course will be posted on Blackboard.

### **2.4 Learning Objectives and Content**

CLAS 208/308 examines the major features of ancient Greek social history with an emphasis on Classical Athens (c.490-322 BCE) through the interpretation of texts and material evidence. Main topics of study include marriage, household, and property; sexuality, prostitution, images of women and their roles in religion and society; slavery, the economy, and festivals; democracy, the law courts, and forms of socio-political leadership.

Students who successfully complete the course should:—

1. Be familiar with a range of primary source material relevant to the study of ancient Greek social history and be aware of the most important secondary resources available for its study.
2. Understand the methods required for the study ancient Greek social history given the nature of our information.
3. Have acquired a detailed knowledge of the economic, social, political, and religious structures of the Greek polis and how they operated.
4. Be able to assess source information critically and to develop an understanding of the symbolic nature of social communication in classical Athens.

CLAS 308 differs from CLAS 208 in that it requires a greater component of research and writing than CLAS 208, requires more in-depth analysis of a wider range of information, and requires the student to be acquainted and to evaluate a wider sampling of secondary sources and expert opinion. Assessment differs substantially for each course. See further below.

### **2.5 Expected Workload**

This is a 20-point course, which means that an 'average' student should spend about 200 hours on it. Spread over 12 weeks, this comes to 16 2/3 hours per week; spread over 18 weeks (the full term) it comes to 11 hours per week. This is an exceptionally crude guideline. Obviously, some students may need less time, others more. In general, however, the following rule applies: the

more you put into the course, the more you will get out of it, measured both in terms of your learning and understanding, and in terms of your grade.

### **3. Readings**

#### **Required Texts**

J. W. Roberts, *City of Sokrates* (Routledge: London and New York, 1998, 2nd edn).  
*Course Materials* (available from Student Notes and posted on Blackboard).

#### **Optional and Supplementary Reading**

Optional and supplementary readings for this class will be posted on Blackboard.

### **4. Assessment Requirements: CLAS 208 and CLAS 308**

#### **4.1 Overview**

As noted above, assessment in CLAS 208 differs from that in CLAS 308. CLAS 208 students must submit 5 tutorial quizzes, sit an in-class mid-term test, write an end-of-term essay, and sit a 2-hour registry final. CLAS 308 students must write a mid-term essay, submit an end-of-term essay, and sit a 3-hour registry final.

Assessments are designed to develop the following knowledge and skills—

1. A knowledge of ancient Greek social structures, organization, functions, and tactics and strategies of social and political agency, especially leadership.
2. An understanding of how and why these changed over time or remained constant.
3. The ability to think critically about source materials, the claims they make, and their value as evidence about the economic, social, legal, political, and religious practices and beliefs of the city-state, especially, but not exclusively, of Athens.
4. The capacity for individual research, adjudication of multiple claims about the major topics of ancient Greek social history, and development of an argument on a topic based upon the process of research, assessment of primary evidence, and critical appraisal of expert opinion.

#### **4.2 Overview of Assessment for CLAS 208 (CLAS 308 students skip to 4.3)**

1. 5 tutorial quizzes to be completed before class and handed in at the start of the tutorial (10%).
2. An in-class midterm test, due **Friday 20 August at 5:00 PM** (20%).
3. A 1200-1500-word end-of-term essay due **Friday 15 October 2010 at 5:00 PM** (20%). Topics can be found in **Section 7** of this handout.
4. A 2-hour registry final exam (50%).

##### **4.2.1 Tutorial Assignment Sheets (10%)**

A tutorial assignment sheet for the upcoming tutorial be available on Blackboard at least 5 days before they are due. Before each tutorial students should print out the assignment sheet, complete it, and hand it in at the beginning of the tutorial. Each assignment sheet contains 10 short-answer factual questions. Most are based upon the assigned readings for that tutorial previous week's lectures, but some may be more wide-ranging and require some research.

**NB:** you may only hand in the assignment sheet if you attend the tutorial. If you arrive late, or fail to remain for the full tutorial, your assignment sheet will not receive a mark. Assignment sheets will only be accepted after a tutorial if they are accompanied by a medical certificate or other satisfactory document showing that you were unfit to attend class on the specific date in question.

##### **4.2.2 In-Class Mid-term Test (20%) Date: Friday 20 August 2010, 2:10-3:00.**

The objective of this exercise is to demonstrate your knowledge of basic terms, facts, and concepts used in the study of ancient Greek social history and to apply them concisely to the analysis of particular problems in your gobbet and essay.

The mid-term test has three sections:

1. Identification of terms 5/8 (25%).
2. Gobbet 1/3 (25%).
3. Essay 1/3 (50%).

#### 4.2.3 End-of-term Essay (20%)

Each essay should answer the question asked by analyzing primary sources, taking into account a representative number of relevant secondary sources, and developing an argument. Its length should be 1200-1500 words. Topics for the essays are **Section 7** this handout.

In advance of submitting your essay, collect a cover sheet, which is available on the wall outside the office of the Classics administrator, Hannah Webling (OK 508). *Ensure that you are able to tick off all the requirements truthfully.* When you are ready to submit, fill in the cover sheet, attach it to your assignment, and place the assignment in the locked assignment box (also on the wall outside Hannah Webling's office). **Be sure to keep a copy of all written work you submit in this class.** Please do not send assignments by e-mail, give them to a staff member, place them in pigeon-holes, or put under doors.

#### 4.2.4 Registry Final Exam (50%)

The 2-hour final exam tests the depth and breadth of your knowledge and understanding of the information, methods, and problems of Greek social history examined in this course—lectures, tutorials, and assigned readings. Final exams from previous years can be found on Blackboard.

The format of the final exam is similar to that of the mid-term test:

1. Terms or names for definition or identification (10/15) 20%
2. Gobbets (2/4) 30%
3. Essays (2/4) 50%

*Final examinations take place between 22 October and 13 November*

### 4.3 Overview of Assessment for CLAS 308

1. A 1500-2000 word essay due **Friday 20 August at 5:00 pm** (25%).
2. A 1500-2000 word essay due **Friday 15 October at 5:00 pm.** (25%).
3. A 3-hour registry final exam (50%).

#### 4.3.1 Essays

Each essay should answer the question asked by analyzing primary sources, taking into account a representative number of relevant secondary sources and opinions, and developing an argument. Its length should be 1500-2000 words. Topics for the essays are given **Section 8** of this handout.

In advance of submitting your essay, collect a cover sheet, which is available on the wall outside the office of the Classics administrator, Hannah Webling (OK 508). *Ensure that you are able to tick off all the requirements truthfully.* When you are ready to submit, fill in the cover sheet, attach it to your assignment, and place the assignment in the locked assignment box (also on the wall outside Hannah Webling's office). **Be sure to keep a copy of all written work you submit in this class.** Please do not send assignments by e-mail, give them to a staff member, place them in pigeon-holes, or put under doors.

#### 4.3.2 Final Exam

The final examination tests the depth and breadth of your knowledge and understanding of the information, methods, and problems of Greek social history examined in this course—lectures, tutorials, and assigned readings. Exams from previous years will be posted on Blackboard.

The final exam this year has the following format:

1. Terms or names for definition or identification (10/15) 20%
2. Gobbets (4/6) 20%
3. Essays (2/4) 60%

*Final examinations take place between 22 October and 13 November*

### 4.4 Return of Written Work: CLAS 208 and 308

All written work received by the due date will be returned within two weeks. There may be occasions when this cannot be achieved (e.g. sickness or heavy work load of markers), but it is our objective to provide you with the earliest possible feedback on your work.

### 4.5 Extensions and Penalties for Essays

Extensions, for health reasons supported by a medical certificate or for some other necessary and demonstrable reason, must be applied for *from the course coordinator in advance of the due date.* Extensions will not be granted if applied for on the due date or later, except in case of an unexpected medical emergency, bereavement, or some other catastrophe. An assignment submitted after the due date will incur a penalty of 5 marks out of 100 per workday.

## 4.6 Mandatory Course Requirements

### 4.6.1 CLAS 208

In order to pass CLAS 208 each student must:

1. Sit the mid-term test
2. Submit an end-of-term essay
3. Sit the final examination

### 4.6.2 CLAS 308

In order to pass CLAS 308 each student must:

1. Submit a mid-term essay
2. Submit an end-of-term essay
3. Sit the final examination

## 4.7 Class Representative

A class representative will be elected in the first class. That person's name and contact details will be available to VUWSA, the Course Coordinator, and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## 5. Academic Integrity and Plagiarism

The following is **the university's standard statement**:

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work. Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification. The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organization or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>.

**Penalties: Any work containing any plagiarism or falsified evidence will automatically receive a mark of zero.**

## 6. General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

## 7. Essay Questions for CLAS 208

Assignment: Write an argumentative essay on one of the following topics. The essay should describe and analyze a problem or problems, take account of primary evidence and a sampling of expert opinion, and formulate an argument based upon evidence and cogent inference. The essay should be between 1200 and 1500 words.

**Due: 15 Friday October 2010 at 5:00 PM**

(1) Assess Robin Osborne's contention that 'Sykophantic allegations were an important democratic mechanism of social regulation; by them, the rich were prevented from using their wealth in an anti-social way, and were also prevented from withdrawing their means from public service.' (R. Osborne, 'Vexatious Litigation in Classical Athens: Sykophancy and the Sykophant', in P. Cartledge et al. eds, *Nomos: Essays in Athenian Law, Politics, and Society*, Cambridge, 1990, 100).

(2) Were women secluded in Classical Athens? Analyze evidence that supports or militates against this contention and form your own conclusion about the spatial and social position of women at Athens.

(3) Evaluate the strengths and weaknesses of the Athenian democracy both as it was conceived and as it was practised. Is it desirable, based upon your assessment of its strengths and weaknesses, to qualify standard views of the Athenian democracy? Is it plausible to suggest that Athens was in fact NOT a democracy? If no, explain why. If yes, argue the case.

(4) Discuss the religious, social, and political significance of any Athenian festival or set of festivals (make sure you select a festival that can be analyzed along these lines). Based upon this discussion, what can the festival(s) tell us about the interrelation of religion, society, and politics at Athens?

(5) Assess the ways in which the sophistic movement catered to the specific needs of the Athenian democracy. Then evaluate whether this movement also undermined democracy at Athens. On balance, how well did the Athenian experiment with 'higher' education work out?

## **8. Essay Questions for CLAS 308**

### **8.1 Essay 1: Due Friday 20 August 2010 at 5:00 PM**

Assignment: Write an argumentative essay on one of the following topics. The essay should describe and analyze a problem or set of problems, take account of primary evidence and a sampling of expert opinion, and take a position by formulating an argument based upon evidence. The essay should be between 1500 and 2000 words.

1. Compare and contrast the economic, social, and political systems of Athens and Sparta in the fifth century BCE. Given the results of this comparison, how do you explain Spartan victory in the Peloponnesian War?
2. Analyze the power of property and wealth in the fifth-century and fourth-century Athenian democracy. How did rules for regulating marriage, property, and inheritance mesh with the social and political systems of the Athenian polis?
3. Evaluate Athenian attitudes toward litigation in the fifth and fourth centuries. On what grounds does litigation come under attack? What do these attacks mean for an understanding of the social structure and fabric of the Athenian democracy?
4. Assess the economic, social, and political consequences of the monetization of classical Athens. To what extent (if at all), was Demades correct to allege that 'money the glue of democracy'?

### **8.2: Essay 2: Due Friday 15 October 5:00 PM**

- (1) How did ideas about women influence the economic, social, legal, and political position of women in Athenian society? Were there alternatives to the Athenian model? Would you consider them more effective than the Athenian model?
- (2) Evaluate the positions of those who believe that the Athenian economy was 'embedded' in social and political values ('primitivists') and those who argue for the autonomy of economic activity at Athens. In your view, do the terms of this debate help us to understanding the nature of the Athenian economy in relation to Athenian society and politics?
- (3) To what extent is it true to say that pleasure is power in classical Athens?
- (4) Discuss the educational 'system' of classical Athens. How did Athenian society reproduce itself? What were the potential pitfalls of such a system?

## 9. Lecture Schedule

The *Course Materials* are abbreviated **CM**; J. W. Roberts, *The City of Sokrates* (London and New York: Routledge, 1988, 2nd edn) is abbreviated **CS**. Readings posted on Blackboard are abbreviated **BB**. **Opt.** indicates that the reading is optional.

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### Week 1: 12-16 July History and Social History

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T July 13: Introduction to the Course  
Th July 15: Historical Overview I  
F July 16: Historical Overview II

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### Week 2: 19-23 July Social and Political Structures

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T July 20: The Spell of Homer  
Th July 22: The Spartan Alternative  
F July 23: The Structure of Athenian Society

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### Week 3: 26-30 July Athenian Democracy

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T July 27: Democratic Government and Society  
Th July 29: Law and Litigation  
**TUTORIAL 1: THE SYKOPHANT**

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### Week 4: 2-6 August Basic Social Structures

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T Aug. 3: Marriage  
Th Aug. 5: Family  
F Aug. 6: Property

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### Week 5: 9-13 August Sexuality

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T Aug. 10: Pederasty  
Th Aug. 12: Prostitution  
**TUTORIAL 2: PROSTITUTION**

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### Week 6: 16-20 August Women

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T Aug 17: The Idea of Woman  
Th Aug 19: Women in Society  
**F Aug 20: In-class midterm test, CLAS 208; CLAS 308 no class: 1st Essay due 5:00.**

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**August Holidays: 21 August through 5 September**

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**Week 7: 6-10 September  
Intellectuals and Outsiders**

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T Sept. 7: Sophists and Intellectuals

Th Sept. 9: Resident Aliens

**TUTORIAL 3: THE TRIAL AND DEATH OF SOCRATES**

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**Week 8 13-17 September  
Economy and Society**

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T Sept. 14: Slavery

Th Sept. 16: The Athenian Economy

F Sept. 17: Population and Food Supply

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**Week 9: 20-24 September  
Freedom and Order**

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T Sept. 21: Freedom and Free Speech

Th Sept. 23: Social Control

**TUTORIAL 4: Ostracism and the Tall Poppy Syndrome**

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**Week 10: 27 September -1 October  
Leisure and Festival**

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T Sept. 28: Symposium

Th Sept. 30: Religion and Festival

F Oct. 1: Contest and Sport

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**Week 11: 4-8 October  
Social Masks**

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T Oct. 5: Theatre and Society

Th Oct. 7: Social Types

**TUTORIAL 5: THEOPHRASTUS' CHARACTERS**

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**Week 12: 11-15 October  
Social Spaces and Agencies**

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T Oct. 12: Social Spaces

Th Oct 14: The Acropolis

F Oct 15: Overview of Course

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## 10. Bibliography

Part of doing research is learning to be selective. The University has access to internet resources that will greatly reduce the amount of time you spend finding materials and increase your ability to be selective in a vast range of possibilities. In all, these resources should increase your efficiency and the quality of your work.

### 10.1 Web Resources

Be extremely cautious about using web sites as a resource. Most web sites on classical topics contain material that is either too basic for university-level work, out of date, or simply wrong. When citing or quoting from a web site, always give the *author*, the *date* the material was put up, and the *complete URI or URL* (address) of the *specific* page you are citing, and the date you accessed it. If the web page is a replica of a print publication, cite the print version. **Note that the rules about plagiarism apply to web sites just as much as to printed material.** The only web-sites recommended are listed below. Use others at your own risk.

1. You can find all databases available through the VUW library web-site at ([www.victoria.ac.nz/library/research/databases/index.aspx](http://www.victoria.ac.nz/library/research/databases/index.aspx)).
2. Most important for full content articles and monographs are **JSTOR** and **Project Muse**. **JSTOR** maintains a moving wall of about four years in most cases (i.e. you can only access journals up to 2006). To find more recent journals available through the VUW Library web-site, search the library's **Journal Finder** (<http://gx4ej7nu5f.search.serialssolutions.com/helicon.vuw.ac.nz/>).
3. The University subscribes to **Oxford Reference on-line**, which has a searchable database with access to the first edition of the *Oxford Classical Dictionary*, *The Oxford Companion to Classical Civilization*, *The Concise Oxford Companion to Classical Literature*, and *Who's Who in the Classical World* ([http://www.oxfordreference.com/helicon.vuw.ac.nz/views/SUBJECT\\_SEARCH.html?subject=s3](http://www.oxfordreference.com/helicon.vuw.ac.nz/views/SUBJECT_SEARCH.html?subject=s3)).
4. If these are insufficient, the University subscribes to **Brill's New Pauly**, an on-line encyclopedia ([http://www.brillonline.nl/helicon.vuw.ac.nz/subscriber/uid=1773/title\\_home?title\\_id=bnp\\_bnp](http://www.brillonline.nl/helicon.vuw.ac.nz/subscriber/uid=1773/title_home?title_id=bnp_bnp)).
5. The Ancient Library has an old but good encyclopedia, **Smith's Dictionary of Biography and Mythology** which is searchable and open to all (<http://www.ancientlibrary.com/smith-bio/>).
6. **TOCS-IN** (<http://www.chass.utoronto.ca/cgi-bin/amphoras/tocfind>), a site open to all, is a useful searchable bibliographic tool.
7. **L'Année Philologique** is a more advanced searchable bibliographic resource, available only to users with VUW web identities (<http://www.annee-philologique.com/helicon.vuw.ac.nz/aph/>).
8. The **Stoa Consortium** (<http://www.stoa.org>) contains materials on a wide range of topics, especially on those pertaining to this course. It host the Demos site, which has overviews and articles on the major topics of Athenian democracy (<http://www.stoa.org/projects/demos/home>); it also houses especially *Diotima* (<http://www.stoa.org/diotima>), a web-site devoted to the study of women in the ancient world. Finally, it has a searchable translation of the *Souda*, a 12th-century CE encyclopedia of terms and quotations
9. **Perseus** (<http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>) contains a large selection of ancient texts, in both the original languages and in translation, as well as images and secondary works. **Perseus** is a relatively reliable source.

### 10.3 General Works

\*\*=highly recommended; \*=recommended; **CR**=one copy is on **closed reserve** (2nd floor of library); other copies may be available on **3D=3-day loan** on the 3rd floor of the library. **EB**=book is also available as an **electronic book**.

Adkins, A. W. H. (1960) *Merit and Responsibility: A Study in Greek Values*. Oxford.

- Adkins, A. W. H. (1972) *Moral Values and Political Behaviour in Ancient Greece*. London.
- \*\*Austin, M. M. and P. Vidal-Naquet (1977) *Economic and Social History of Ancient Greece: An Introduction*. Berkeley.
- Boardman, J. (1994) 'Social life in classical Greece', in D. M. Lewis et al. eds, *The Cambridge Ancient History*. Cambridge, 3rd edn, 121-33.
- Cartledge, P. A. and F. D. Harvey eds (1985) *Crux. Essays Presented to G. E. M. de Ste. Croix on his 75th Birthday*. London.
- Cartledge, P. (1997) *The Greeks: A Portrait of Self and Others*. Cambridge.
- de Ste. Croix, G. E. M. (1981) *The Class Struggle in the Ancient Greek World from the Archaic Age to the Arab Conquests*. London. [Exceptionally difficult and poorly organized, but filled with information].
- \*\*Davidson, J. (1997) *Courtesans and Fishcakes: The Consuming Passions of Classical Athens*. London.
- Dillon, J. (2004) *Salt and Olives: Morality and Custom in Ancient Greece*. Edinburgh.
- Dover, K. J. (1974) *Greek Popular Morality in the Time of Plato and Aristotle*. Oxford.
- DuBois, Page (1991) *Torture and Truth*. London and New York.
- \*\*Finley, M. I. (1983) *Economy and Society in Ancient Greece*, ed. with an introduction by B. D. Shaw and R. P. Saller. New York.
- Fisher, N. R. E. (1976) *Social Values in Classical Athens*. London.
- Fisher, N. R. E. (1992) *Hybris: A Study in the Values of Honour and Shame in Ancient Greece*. Warminster.
- Garner, R. (1987) *Law and Society in Classical Athens*. London. **[3D]**
- Gouldner, A. (1967) *Enter Plato: Classical Greece and the Origins of Social Theory*. London.
- Hands, A. R. (1968) *Charities and Social Aid in Greece and Rome*. London. **[CR]**
- \*Hanson, M. H. (2006) *Polis: An Introduction to the Ancient Greek City-State*. Oxford.
- Humphreys, S. C. (1978) *Anthropology and the Greeks*. London.
- Jenkins, I. (1986) *Greek and Roman Life*. London. [Mainly good for images]
- Lintott, A. W. (1982) *Violence, Civil Strife and Revolution in the Classical City*. London.
- Loraux, N. (1986) *The Invention of Athens: The Funeral Oration in the Classical City*. A. Sheridan trans. Cambridge, Mass.
- Morley, N. (2004) *Theories, Models and Concepts in Ancient History*. London. **[EB]**
- Osborne, R. (1987) *Classical Landscape with Figures: The Ancient Greek City and its Countryside*. Oxford. **[EB]**.
- Osborne, R. and S. Hornblower eds (1994) *Ritual, Finance, Politics: Athenian Democratic Accounts Presented to David Lewis*. Oxford. **[EB]**
- Pomeroy, S. B. ed. and trans. (1994) *Xenophon, Oeconomicus: A Social and Historical Commentary*. Oxford.
- \*Pomeroy, S. B. et al. (2004) *A Brief History of Ancient Greece: Politics, Society, Culture*. New York.
- Powell, A. ed. (1995) *The Greek World*. London.
- \*Rhodes, P. J. (2006) *A History of the Classical Greek World: 478-324 BC*. Malden, Mass.
- Rhodes, P. J. (2007) *The Greek City States: A Source Book*. Cambridge, 2nd edn.
- Sallares, R. (1991) *The Ecology of the Ancient Greek World*. London.
- Shingley, G. and J. Salmon (1996) *Human Landscapes in Classical Antiquity*. London. **[EB]**
- Starr, C. G. (1977) *Economic and Social Growth of Early Greece*. New York. **[3D]**
- Starr, C. G. (1992) *The Aristocratic Temper of Greek Civilization*. New York.
- Vernant, J. -P. (1979) *Myth and Society in Ancient Greece*. J. Lloyd trans. Brighton. **[3D]**
- Veyne, P. (1990) *Bread and Circuses: Historical Sociology and Political Pluralism*. B. Pearce trans. O. Murray ed. Harmondsworth. Chapter II on Greek euergetism is pertinent. **[3D]**
- Vidal-Naquet, P. (1986) *The Black Hunter: Forms of Thought and Forms of Society in the Greek World*. A. Szegedy-Maszak trans. Baltimore.
- Walcot, P. (1978) *Envy and the Greeks*. Warminster.

#### 10.4 Homer and Warfare

- Adkins, A. W. H. (1996) 'Homeric Ethics', in Morris/Powell eds, 694-714.
- Donlan, W. (1996) 'The Homeric Economy', in Morris/Powell eds, 649-67.
- Ducrey, P. (1986) *Warfare in Ancient Greece*. New York.
- Garlan, Y., (1975) *War in the Ancient World: A Social History*. J. Lloyd trans. London.
- Gottschall, J. (2008) *The Rape of Troy: Evolution, Violence, and the World of Homer*. Cambridge.
- Hanson, V. D. (2000) *The Western Way of War: Infantry Battle in Ancient Greece*. Berkeley. (First published in 1989).
- Hanson, V. D. (1998) *Warfare and Agriculture in Classical Greece*. Berkeley, 2nd edn. (First published in 1983).
- Hanson, V. D. ed (1991) *Hoplites: The Classical Greek Battle Experience*. London. [EB]
- Kitts, M. (2005) *Sanctified Violence in Homeric Society: Oath-Making Rituals and Narrative in the Iliad*. Cambridge.
- Morris, I. and B. Powell eds (1996) *A New Companion to Homer*. Leiden.
- Osborne, R. (2004) 'Homer's Society', in R. Fowler ed., *The Cambridge Companion to Homer*. Cambridge, 206-19.
- Parke, H. W. (1970) *Greek Mercenary Soldiers*. Oxford.
- Pritchett, W. K. (1971-1991) *The Greek State at War*. 5 Vols. Berkeley.
- \*Raaflaub, K. (1996) 'Homeric Society', in Morris/Powell eds, 629-48.
- Rawlings, L. (2007) *Ancient Greeks at War*. Manchester.
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