

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



FACULTY OF HUMANITIES AND SOCIAL SCIENCES  
SCHOOL OF ART HISTORY, CLASSICS, AND RELIGIOUS STUDIES

## CLASSICS, GREEK, AND LATIN

### CLAS 208/308 Greek Social History

TRIMESTER 2 2012  
16 July to 17 November 2012



#### Trimester dates

Teaching dates: 16 July to 19 October 2012

Mid-trimester break: 27 August to 9 September 2012

Study week: 22–26 October 2012

Examination/Assessment Period: 26 October to 17 November 2012

Students who enrol in this course must be available to attend an examination at Victoria at any time during the scheduled examination period.

### Withdrawal dates

Information on withdrawals and refunds may be found at  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## 1. Course Organization

### 1.1 Lecturers

Prof. Art Pomeroy, office OK 509, ph. 463-6781, e-mail [arthur.pomeroy@vuw.ac.nz](mailto:arthur.pomeroy@vuw.ac.nz); office hours: Mon-Fri between 10 am and 7 pm, when not lecturing.

Prof. Jeff Tatum, office OK 515, ph. 463-5846, e-mail [jeff.tatum@vuw.ac.nz](mailto:jeff.tatum@vuw.ac.nz); office hours: Tuesday 1-2 (or gladly by appointment).

Dr. Diana Burton, office OK 516, ph. 463-6784, e-mail [diana.burton@vuw.ac.nz](mailto:diana.burton@vuw.ac.nz); office hours: Wednesday 3-4 (or any time her door is open).

### 1.2 Tutors

Bede Laracy, Dan Knox, Geoff Ardell, Sam Howell

### 1.3 Lecture Time and Place

Monday, Wednesday, Thursday: 2:10-3:00, Hunter LT323. There are no Thursday lectures in weeks when we hold tutorials. The following Thursdays there will be no lecture: 2 August, 16 August, 20 September, 3 October, 18 October.

### 1.4 Lecture Dates

Lectures take place from 16 July to 17 October.

## 2. Learning Objectives and Content

### 2.1 Teaching Learning Summary

In this course there are 30 lectures and 6 tutorials, which start in week 3. Tutorial groups are scheduled at various times and places throughout the week. Students should enrol in tutorials using SCUBED.

### 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.

### 2.3 Additional Information

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

### 2.4 Course Prescription

A study of the main features of Greek society with special emphasis on Athens of the Classical period. Topics include the life cycle, population, class structure, economy, democracy, slavery, warfare and festivals.

### 2.5 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.

## **2.6 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 (including 3 hours of class attendance); spread over 18 weeks (the full term) it comes to 11 hours per week. Preparing assignments will take considerable time, so it will help to begin this work early. Overall, 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.*

### **Optional and Supplementary Reading**

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

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

## **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 final examination. CLAS 308 students must write a mid-term essay, submit an end-of-term essay, and sit a 3-hour final examination.

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 **Thursday 24 August at 5:00 PM** (20%).
3. A 1200-1500-word end-of-term essay due **Friday 19 October 2010 at 5:00 PM** (20%).  
Topics can be found in **Section 7** of this handout.
4. A 2-hour 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: Thursday, 23 August, 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 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 26 October and 17 November*

## 4.3 Overview of Assessment for CLAS 308

1. A 1500-2000 word essay due **Friday 24 August at 5:00 pm** (25%).
2. A 1500-2000 word essay due **Friday 19 October at 5:00 pm.** (25%).
3. A 3-hour 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 26 October and 17 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.

### 4.5.1 Legibility

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

## 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**

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 organisation 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. Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

### **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: 19 Friday October 2010 at 5:00 PM**

(1) Discuss the methods available for prosecuting an Athenian citizen for an offence, political or private, and ways of achieving a conviction or acquittal. Did this lead to a genuine threat of professional informers?

(2) Thucydides suggests that the secret to Pericles' success was that Athens was a democracy in name, but in practice ruled by the best citizen. Discuss how democratic classical Athens actually was, considering the political influence of individuals or groups. Would either the Athenians themselves or a modern viewer be satisfied with the political system in the city that was described as 'democracy'?

(3) Outline the position of women in classical Athens, indicating the evidence for their treatment and the reasons (stated or to be deduced) for this. What role did social status play in their treatment?

(4) Discuss the role of non-citizens (metics and slaves) in the Athenian state. Could classical Athens have thrived without their input? Why then was Athenian citizenship so jealously guarded?

(5) 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?

## 8. Essay Questions for CLAS 308

### 8.1 Essay 1: Due Friday 24 August 2012 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. Sparta and Athens had radically different social and political systems in the fifth century BC. Is the victory of Sparta in the Peloponnesian War attributable to a more efficient system or did that war reveal deficiencies in both societies?
2. How was property and/or wealth acquired in fifth and fourth century Athens? What civic obligations and opportunities stemmed from wealth? Were there significant liabilities as well?
3. What do we know about Athenian law: does the evidence we possess allow us to give a reliable picture of how 'law' functioned in this society? How different was Athenian law from, for example, the legal system of modern New Zealand?
4. Can we say that the Athenian economy of the fifth century was a 'slave economy'? In what ways did the Athenian economy differ from the helot-based economy of Sparta? Did this actually give Athens advantages in its struggle with its rival?

### 8.2: Essay 2: Due Friday 19 October 5:00 PM

1. Discuss the system of bringing up Athenian youths, indicating what social values were being instilled (indicate the evidence for both genders and for social classes). Did this lead to ossification in society or did aspects of education actually encourage change between generations?
2. Outline the debate between 'primitivists' (those who think that social values strongly limited economic action) and 'modernists' (those who believe in economic rationality) with regard to the Athenian economy. Are there other models or more nuanced ways of looking at economic activity in classical Athens?
3. Discuss the relationship between pleasure and power in classical Athens with particular reference to status and gender.
4. Discuss the role of women in the Athenian *oikos*. What was their legal relationship with their fathers, husbands, and sons? How did this legal situation match up with the social realities of women? How typical, in classical Greece, were the circumstances of Athenian women?
5. Discuss the concept of 'polis religion' in the context of Athens. What do we know about the interaction of religions and civic authority? How might the polis contest aspects of religion it found unacceptable, and what might these have been?



## 9. Lecture Schedule

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### **Week 1: 16-20 July History and Social History (AP)**

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M July 16: Introduction to the Course  
W July 18: Historical Overview I  
Th July 19: Historical Overview II

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### **Week 2: 23-27 July Social and Political Structures (AP)**

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M July 23: The Spell of Homer  
W July 25: The Spartan Alternative  
Th July 26: Oligarchic governments

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### **Week 3: 30 July-3 August Athenian Democracy (AP)**

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M July 30: Democratic Government and Society  
W August 1: Law and Litigation  
**TUTORIAL 1: THE SYKOPHANT (AP)**

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### **Week 4: 6-10 August Athenian Economic Structure (AP)**

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M Aug. 6: Slavery  
W Aug. 8: Athenian Economy and Food Supply  
Th Aug. 9: Demographics

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### **Week 5: 13-17 August The Family (JT)**

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M Aug. 13: Family and marriage  
W Aug. 15: Property and society  
**TUTORIAL 2: OSTRACISM (AP) = Tut 4 in CM**

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### **Week 6: 20-24 August Education (JT)**

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M Aug 20: Education  
W Aug 22: The Gymnasium and the Ephebate  
**Th Aug 23: In-class midterm test, CLAS 208; CLAS 308 no class: 1st Essay due 5:00.**

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**August Holidays: 27 August through 9 September**

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**Week 7: 10-14 September  
Sexuality (JT)**

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M Sept. 10: Sexuality: male desire  
W Sept. 12: Sexuality: prostitution  
Th Sept 13: Medicine and the body

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**Week 8 17-21 September  
The World of the Female (JT)**

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M Sept. 17: Women and Childbirth  
W Sept. 19: Children  
**TUTORIAL 3: FORMS OF SEXUALITY AT ATHENS (JT) = Tut 2 in CM**

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**Week 9: 24-28 September  
Outsiders and Aliens (AP)**

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M Sept. 24: Foreigners and metics  
W Sept. 26: The socially excluded and those who withdraw from society  
Th Oct. 27: Contest and Sport

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**Week 10: 1-5 October  
Social Cohesion (AP)**

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M Oct. 1: Symposium  
W Oct. 2: The Theatre  
**TUTORIAL 4: NEGATIVE STEREOTYPES (AP) = Tut 5 in CM**

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**Week 11: 8-12 October  
Religion and Festivals (DB)**

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M Oct. 8: Gods, sanctuaries, sacrifice  
W Oct. 10: Religious authority and the city  
Th Oct. 11: Festivals

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**Week 12: 15-19 October  
Death and Dying (DB)**

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M Oct. 15: Hero cult and mystery cults  
W Oct 17: Death and dying  
**TUTORIAL 5: THE TRIAL AND DEATH OF SOCRATES (DB) = Tut 3 in CM**

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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.
- Loroux, 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.
- Shiple, 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.

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