Researchers in Schools

Words are Power

Democracy in ancient Athens & today

Pupil Name

Coursebook Designed by Dr Bremner

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Uni Pathways launch event

Welcome to Uni Pathways! We are delighted to be able to launch the Uni Pathways programme with you. We hope that you are ready to embark on your Uni Pathways journey and that you enjoy the video.
You will be asked to pause the video at times to complete some work in this workbook, so make sure you have a pen / pencil to hand when you start the video.

By the end of the video, you will have

- Learnt about what studying at university means
- Learnt about some of the skills that you will develop during Uni Pathways
- Heard from pupils who have participated in Uni Pathways or The Scholars Programme (which is the same programme!)
- Heard from current university students talking about what life is like at university

If you are in school your teacher will play the video. If you are at home and logged in to a session with your teacher, your teacher will play the video and show it to you. If you are participating independently your teacher will email you the link to the video or the video file. There are opportunities for you to answer some questions, and you will be told when to pause the video to answer them.

Introduction to Uni Pathways

1. Write down what you think a supra-activity is

_____
_____
_____

2. Independent learning is

_____
_____
_____

3. Write down in your own words what resilience means, and come up with a different example to the one mentioned in the PowerPoint.

_____
_____
_____
_____

4. Why do you think analysis and evaluation skills are useful in your academic career? _____
_____
_____
_____
_____
_____

5. Why do you think analysis and evaluation skills are useful in life in general? _____
_____
_____
_____

6. What are the different types of learning that university students do?

Pupils' experience of Uni Pathways
You will now watch some pupils talk about their experience of learning a PhD topic and producing a final assignment. Some may refer to The Scholars Programme rather than Uni Pathways. As you heard in the introduction PowerPoint, The Scholars Programme is a very similar programme to Uni Pathways. Listen carefully and then respond to the questions below. Be prepared to share some of your responses with your peers.

1. How did the pupils describe talking about writing a long essay for their final assignment?

2. Write down something that one of the pupils mentioned was particularly interesting in their course.

3. What were some challenges that the pupils met?

Virtual campus tours
You will now go on a virtual tour of some universities! Once you have seen some of the university campuses, respond to the questions below.
Note down something that you liked out of any of the campus tours you saw. It may be a particular building, space, city etc.

1. Were there any similarities between the different university campuses? If so, what are the similarities?

2. If you had to pick one of those universities to go and visit in person, which one would it be and why?

3. Note down some of the societies that you could join at different universities

Meet university students!
You are about to virtually meet or hear from some current university students.
If you are virtually meeting them, think about what questions you would like to ask the students, share your questions with a partner and note those questions down in the space below.

If you are not meeting them but watching some videos that they have made, use the space below to note down what else you would like to find out about university. You can then ask your teacher during Uni Pathways tutorials!

Reflection
Congratulations on completing the launch of the Uni Pathways programme. Before you go, take some time to reflect on what you have learnt by answering the following questions:

1. Are there any aspects of university style learning that you would look forward to? If so, what are they?

2. What challenges do you think students face when learning at university? How would you try to overcome these challenges?

3. What skills do you hope to develop during your Uni Pathways course?

4. What part of Uni Pathways seems the most challenging for you?

5. What are you most looking forward to about Uni Pathways?

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6 (Feedback)			
7 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline assignment – Obama's Democracy Speech	
Tutorial 2	The Mytilenian Debate	
Tutorial 3	Greetings from Athens!	
Tutorial 4	What happens when citizens do not listen?	
Tutorial 5	Start working on your Final Assignment	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on due date	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Course Rationale

This course will explore why words are so powerful in a democracy and why it is important that they are used responsibly by people in positions of power. In our classes we will look at what democracy means today in its various forms, before journeying back to the first ever democracy – Ancient Athens.

We will explore what it was like to be a citizen in the 4th Century BCE, and how decisions were made in a 'direct' democracy via speeches – words and rhetoric.

We will meet one of Athens' most famous orators, Demosthenes, and will look at how he used the power of words to defend Athens' democracy from people within Athens and from the rise of new military powers in the Ancient World. We will also meet some famous faces, including Plato, and explore thoughts on whether democracy was the best way to run a city.

In our tutorials, we will learn what it was like to make political decisions in Athens, and the importance of 'rhetoric' – both the good and the bad! We'll have active lessons including debates, and re-enacting the Athenian Assembly, and you'll also experience University style 'lectures' where you'll get an idea of what it's like to be at Uni.

By the end of the course, you will have developed key skills in how we look at speeches (scrutinising sources) the danger posed to a democracy when rhetoric is used to persuade and deceive people (critical thinking useful for today!) You will also be able to reflect on democracy as a way to make decisions, and what it means to be a citizen in an ancient and modern democracy.

Uni Pathways Mark Scheme 2020 – Essay-based assignments

	Subject Knowledge	Critical Thinking	Written Communication
1st	The essay shows a breadth of knowledge and understanding of the key concepts and issues, through engaging with and interpreting a wide range of relevant sources. Knowledge is used to build and support highly effective arguments.	Analyses, key ideas, information, and arguments. Interprets meaning and makes connections. Identifies and critically evaluates key arguments and statements, deciding on their credibility, strength and relative significance, drawing convincing conclusions.	The essay has a clear and engaging structure, taking the reader on a journey from the introduction to the conclusion. The writing style is appropriate; key terms are used with fluency. There are no, or very few, errors in spelling or grammar. Referencing is used consistently and matches the style taught in the course.
2:1	The essay shows an understanding of key concepts and issues, drawing on a range of relevant sources Knowledge is used to build and support effective arguments	Analyses key ideas, information and arguments. Identifies relevant arguments and statements, deciding on their credibility and strength, drawing reasonable conclusions. Shows some understanding of the relative importance of arguments.	The essay has a clear structure and the arguments are easy to follow. The introduction outlines the essay effectively and the conclusion summarises the arguments. The writing style is appropriate; key terms are used correctly. There are few errors in spelling or grammar. Referencing is mostly consistent and matches the style taught in the course.
2:2	The essay shows an understanding of key concepts and issues, with no major misconceptions. Beginning to apply this knowledge to build and support arguments.	Begins to analyse ideas, information and arguments. Identifies some arguments and statements and attempts to evaluate their quality. Not yet showing understanding of the relative strengths and weaknesses of arguments.	The essay structure could be made clearer to better guide the reader through the arguments. The writing style can sometimes be informal. Occasionally key terms are not used when it would be appropriate to do so. There are some errors in spelling or grammar, but they do not get in the way of communicating the content.

			There is some consistency to the referencing.
3rd	Shows a developing understanding of key concepts and issues, with some misconceptions. Not yet applying this knowledge to build and support arguments.	Begins to analyse ideas and information. Describes statements and arguments while not yet evaluating them.	The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader. The essay has no or a limited introduction and conclusion. Key terms and references are not always used correctly.

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Nicholas Chamberlaine
Name of RIS teacher	Dr Bremner
Title of Assignment	What is a democracy? Obama and Ancient Athens

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Subject knowledge	
	mark
Critical thinking	
	mark
Written communication	
	mark

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Nicholas Chamberlaine
Name of RIS teacher	Dr Bremner
Title of Assignment	Reflections on Democracy (see google classroom).

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Subject knowledge	
	mark
Critical thinking	
	mark
Written communication	
	mark

Subject Vocabulary

Word	Definition	In a sentence
Democracy	The form of government which is based on the decisions of the people/ citizens (dēmos) It is made from two Greek words – dēmos (people) and kratos (power). It literally means 'power of the people'	**Democracy** means that everyone has a part in decision making. Athenian **democracy** relied an all citizens voting.
Dēmos	The collection of Athenian citizens The people	The **dēmos** gathered to listen to the speech I speak on behalf of the whole **dēmos**
Assembly	The 'Assembly' was a meeting where the dēmos met to listen to speeches and vote to make decision. Those gathered would also be referred to as 'the Assembly'.	I was writing my speech to deliver to the **Assembly** tomorrow. The **Assembly** refused to listen to me There is a problem in the **Assembly**, no one was listening to my advice
Citizen	An official member of society, with the right to participate in public life. Citizens were allowed to vote and speak in the Assembly and law courts. Women, Slaves and some residents from other cities were not considered citizens and did not have the same rights.	The **citizens** of Athens gathered to listen to the speeches at the Assembly. I am a **citizen** of Athens; I have the right to vote.
Orator	A professional speaker. Every citizen had the right to speak in the Assembly and make a speech, but some people became experts and speaking, or would write speeches for people. They are known as 'Orators' as public speaking is known as 'Oratory'	He was a great **orator**, everyone listened to what he had to say.
Logos	Translates literally as 'words. It is used to mean words that we speak.	He is all **logos** but no action. No one trusts our **logos** anymore.
Rhetoric	Rhetoric is the 'art of speaking' or the 'art of logos'. Rhetoric is how we choose to form words, sentences, and communicate. It is not a good or a bad thing, but is something that we do every time we communicate	He was using **rhetoric** to make his argument more convincing. The Athenians are only interested in displays of fancy **rhetoric** than hearing good advice and truth.

Rhētor	Like an orator, but is also used to describe a speaker who wants to persuade	You listen to the flattery of **rhētors** but ignore good honest advice.
Identity	Who you are, a sense of self, what defines you as a person, or as a community	My freedom to speak is a part of my **identity** as an Athenian citizen.
Social Memory	This is about the memories that we have as a society, and memories that we associate with being part of a community.	Remembering the First World War is an important part of British **social memory**.

Tutorial 1 – What is Democracy?

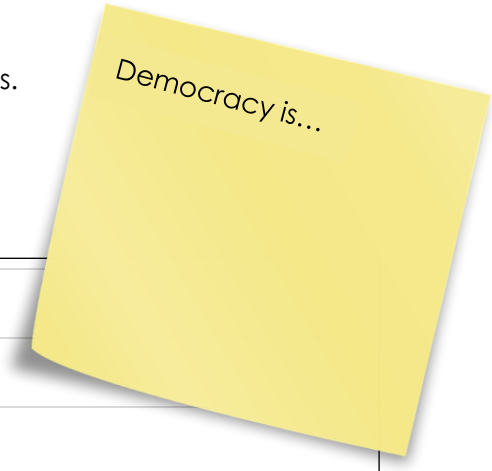
By the end of tutorial 1:

- I can define the key terms of **citizen, dēmos, kratos, democracy, Assembly**, and use them to talk about Modern and Ancient Democracy
- I can compare and contrast two aspects of Ancient and Modern Democracy
- I can explain what the Athenian Assembly is and the describe the basic process of decision-making at a meeting

Starter Activity

You will all have a set of post-it notes.
On your note, write down in one sentence what you think democracy is.

Copy this out into this box too, and have your post-it ready to put on the board!

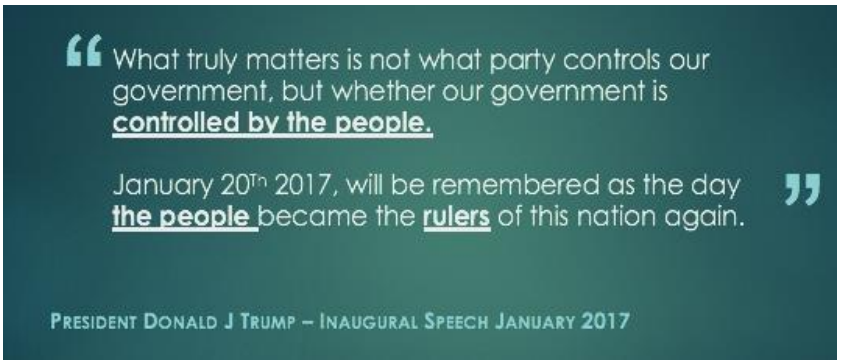


Activity 1 - What is Democracy today?

In our modern societies, most democracies are what we call '**Representative Democracies**'. Meaning that citizens of that nation vote for people to represent them to make the big decisions that run the country. Here in the UK, we vote for a local MP, and the party with the most MPs in the **House of Commons** (where decisions are made) form the **Government**, and their leader in the **Prime Minister.** Other than voting for who we want, we the people do not take part in the decision making or debating on how the country is run.

We call this a democracy, because we the people decide who is in charge to make decisions for us. However, this is not the same in every country. It is also difficult to determine the 'will' of the people, especially when we do not always agree with each other.

What do these images tell us about views on democracy in the same country?



Think about:

- Different Opinions
- Biases (who has something to gain or lose?)
- The person – who are they, what is their role in society?
- Who are they speaking to?
- What is the context?

The next day:

These sources show us that:

Activity 2 - Uni-level Reading!

This is an extract from the latest book by Prof. Michael Gagarin, a professor based in America. He is the world expert in Ancient Athenian Law and Speeches in Athens!

"In the twenty-first century, most nations have some form of democratic government, but virtually all are representative democracies in which a relatively small number of people make almost all the decisions.
If an ancient Athenian could see what people around the word today call democracy, they would be wondering how their word *Dēmokratia* could come to be applied to so many different forms of government, none of which they would consider democratic.
Dēmokratia means power (*kratos*) for the people (*dēmos*)…From the Athenian perspective, none of the governments that claim to be democracies today actually do give power to the people – not the United States, not the parliamentary democracies of Europe, and not the communist systems of Cuba or China. The people in these countries may participate in elections to select their leaders, but in none of them is the government actually run by the people, nor does it always work primarily for the benefit of the common people.'

Gagarin, M. (2020), *Democratic Law in Classical Athens*, 10-11.

What is this source saying about the difference between ancient and modern democracy?

Using this source, how involved do you think citizens are today in running their democracy?

Activity 3 Mini-Lecture, Athenian Democracy

We'll read through this information together, and then look at an Ancient text from 423 BCE on Athens' democracy. Have a pen or highlighter ready to underline any info that you think is really important!

Ancient Athens was the first ever democracy in the world – the first great experiment! The word comes from two words:

Dēmos - the people (the collective of Athenian citizens)
And
Kratos – power – the power of the collective citizens of Athens.

Athens was what we call a 'city state' and in Greek was known as a ***polis*** – but Prof. Paul Cartledge says that this should be 'citizen-state' – because it is a state made up of citizens.

Every Athenian citizen had the right to vote in the Assembly – to make decisions for the whole city, and to sit in the law courts and vote on judgments.

No one actually wrote the democracy down (as it was something they did, they didn't see the point in writing it down!) it was on the principles of ***isonomia*** and ***isegoria***: everyone was equal in the eyes of the law (***nomos***)and everyone had the right to speak.

Now everyone did not actually mean everyone. In Athens, women, slaves and metics (foreigners who lived in Athens) were not granted citizen rights – and one of the most damning punishments (except death and exile) in Athenian law was ***atimia*** – the loss of your citizenship.

Unlike Democracy today, Athenians didn't vote for an MP or a leader, but went to meetings of the Assembly on a hill in Athens and voted directly on whatever was being decided on that day. This is what we call a '**direct democracy'** – the citizen was directly involved in all decision-making.

Each and every citizen had the right (and duty!) to attend the Assembly (they even paid farmers 3 obols a day to attend so that they didn't lose money), and every citizen had the right to speak at the meeting. After the speeches, they would all vote with immediate effect. Everything in Athens, from political decisions, going to war, or the law courts, were decided by giving speeches – so what people said, how they said it, and how people listened to the speeches was very important.

Activity 4: Ancient Sources!

Here is an extract from the play 'Suppliants' written by the Athenian playwright Euripides in 423 BCE!

THEBAN HERALD: *(399)*
Who rules this land? Who will receive the message I bring from Creon, ruler of Thebes?

THESEUS: *(403)*
Hold it, stranger! You began your speech with the wrong word. There is no "ruler" here. This city is free of such men. It is ruled by the citizens themselves, rich and poor alike and it is they who hold the official posts in the city...Rich and poor are equal here.

Euripides, *Suppliants* 399-403.

What do you think Theseus is saying about Athenian Democracy here?

In your answer refer to things we've learnt about Athenian democracy today.

Plenary – Democracy revisited

Get out those post-it notes again! Write down a new definition of what you think Democracy is.

In this box, copy out your new definition, and then add:

- Has your definition changed?
- If it has, how so?

Extended Learning:

On Google Classroom, watch the video of Barack Obama's speech, and then read this part of the speech:

"Understand, democracy does not require uniformity. Our founders quarreled and compromised, and expected us to do the same. But they knew that democracy does require a **basic sense of solidarity** – the idea that for all our outward differences, we are **all in this together**; that we rise or fall as one … Democracy can buckle when we give in to fear. So just as we, as citizens, must remain vigilant against external aggression, we must guard against a weakening of **the values** that make us who we are… **our democracy is threatened whenever we take it for granted**…And all of this depends on our participation; on each of us accepting the **responsibility of citizenship**, regardless of which way the pendulum of power swings …Our Constitution is a remarkable, beautiful gift. But it's really just a piece of parchment. It has no power on its own … **We, the people, give it power** – with our participation, and the choices we make…It falls to each of us to be those anxious, jealous **guardians of our democracy**; to embrace the joyous task we've been given to continually try to improve this great nation of ours. **Because for all our outward differences, we all share the same proud title: Citizen."**

Then fill out the google forms quiz and click submit.

Tutorial 2 – A day at the Pnyx

The Pnyx
Credit: Creative Commons

What is the Purpose of Tutorial 2?

- I can describe what it was like to deliver a speech at the Athenian Assembly and how decisions were made
- I can define what 'rhetoric', 'logos' and 'parrhesia' are and use them to talk about Athenian Democracy
- I can explain the roles of speakers and citizens at the Assembly

Activity 1 Match!

Citizen	Democracy when you vote for leaders to make decision for you
Isonomia	Power
Direct Democracy	Someone with rights in a city to make decisions
Kratos	Everyone is equal in the law
Representative Democracy	Democracy when every citizen can vote on every decision
Demos	The People

Activity 2- What makes a good speech?

Write down all the things you can think of that make a good speech? What would make people listen?
Also – what shouldn't you do in a speech?

Emma Watson
Credit Twitter @UN_Women

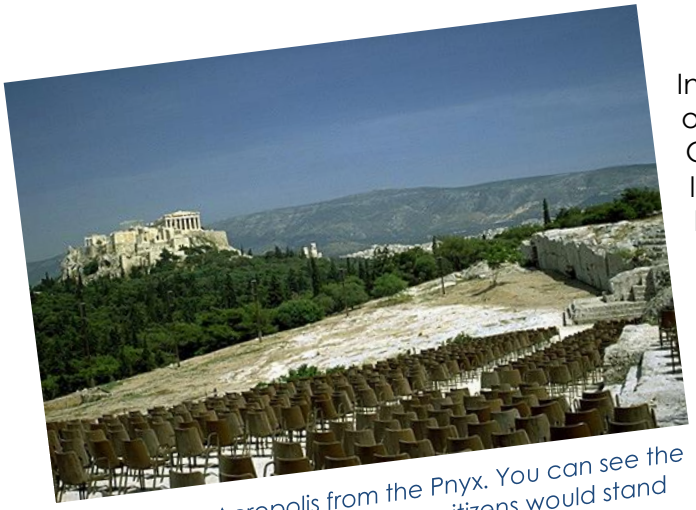
Barack Obama. Credit: Pixabay

Know your audience!

WHAT DO YOU NEED FOR A GOOD SPEECH?

Delivering a Speech – Mini Lecture

It's important to remember that speeches are not just designed to be read, in fact, most of the time they are **performed**. A speech is a physical thing, and for political speeches they can be viewed as active political agency.
In modern speeches, we usually have things to help us be heard – microphones, speakers, or even megaphones for people giving a speech outside. Even in the House of Commons, they have little speakers in the benches so that MPs can hear what is being said no matter where they are sitting.



View of the Acropolis from the Pnyx. You can see the Bema steps on the right where citizens would stand to speak
Credit: stoa.org

In Ancient Athens, the Assembly would meet outside on a hill called the 'Pnyx' which in Greek means 'to squeeze' – as they would literally squeeze as many people onto the hill. The Assembly would meet at least once a month and citizens would travel into the city very early to get there on time.

The Council (**Boule**) made an agenda for the day and the citizens listen to speeches and vote for the whole day. Xenophon in his *Hellenica* (1.7.7) says that one meeting in the Autumn of 406 BCE went on so long that it became too dark to count the raised hands for the vote, so they had to all come back again in the daylight!

If you wanted to speak at an Assembly meeting, you would stand on the **bema**, a set of steps up to a platform, where you would speak to the crowd (**thorubos**). Usually, they oldest men in society would speak first, but technically any citizen who wanted to speak was allowed to stand on the bema and address the dēmos.

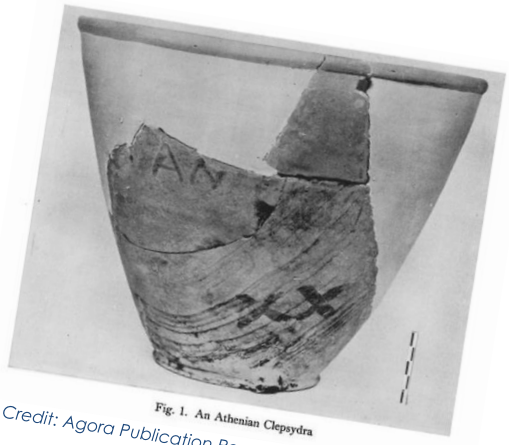


Fig. 1. An Athenian Clepsydra

Credit: Agora Publication Page: Hesperia 8.3, s. 79, p. 274

They would time you with a water-clock (clepsydra), so you needed to get the important points in first! You didn't have equipment to make you louder and there was no guarantee that people would listen to you. Thousands of citizens would be there, so it would be hard for people at the back to hear you. Also, people carried on having their own conversations, ate lunch, or would shout back at you to stop you speaking.

They would then ask for a show of hands to vote (whether you heard what was happening or not!) with an immediate majority decision. This meant that speeches mattered as all decision were made via speaking and words (**logos**).

All democratic decision-making relied on the citizens acting in the best interest of Athens – it trusted that people would not act in self-interest or personal gain but would offer the best advice. Frank honesty – ***parrhesia*** – was seen as a virtue, and also a form of courage. As we see today, it takes courage to tell people the truth when they do not want to hear it. Sometimes, the citizens preferred to listen to flattery and clever rhetorical speeches and ignored (or even attacked) citizens who told them things they didn't want to hear.

Sometimes an Assembly meeting would also decide to exile someone. They did this when they thought someone was becoming too powerful and had too much influence over the dēmos. This was called an **ostracism**. People would have a sherd of a pot **(ostraca)** and would write the name of the person they wanted to exile. Whoever had the most ostraca would have to leave Athens for 10 years. This even happened to people who had served Athens well. One of the most famous ostracisms was Themistokles, the Athenian general who had saved Athens from a Persian invasion!

Credit: AgoraPicBk 4 (2004), p. 20, fig. 21.

Activity 3 – A day at the Pnyx

You will have been given a 'role' card which you will perform in our own Assembly meeting. Read your card and think about what your character will be doing in the meeting.

- You'll have 5 minutes to prepare and then we'll have our own Assembly meeting. – one of them will have the quote from Dem. On Timotheus If he had given the best possible advice, as he did, but you had remained idle and paid no attention, would any of the things that then benefitted the city have happened? They could not have. So too with what I say: you should seek action from yourselves, but the best advice from the man who steps up to speak.

Activity 3a Do you think this is a good way to make a big decision?

Write a Pros and Cons list and add reasons to back up your point.

Extended Learning 2 – The Mytilenian Debate

On Google Classroom, you'll see two speeches from a debate that Thucydides describes in his *History* of the war between Sparta and Athens. In it, we meet the '**demagogue'** Cleon who Thucydides describes as 'the most violent man in Athens'. In this debate we see what can happen when the Athenian Assembly makes a decision when it's angry, and how Diodotus tells the Assembly what a good adviser should do.

Then answer these questions on GCR:

What does Cleon say that makes him a 'demagogue'?
What do you think would have happened if Diodotus hadn't spoken?
Do you think Thucydides is criticising Cleon?
Do you think Thucydides is criticising the Athenians?
What do you think Thucydides is saying about Athenian democracy?

Tutorial 3 – Opinions on Democracy

Credit: Philipp Foltz, "Pericles' Funeral Oration" (c. 1877) Wikimedia commons

What is the Purpose of Tutorial 3?

- I can identity and describe the different views on 'Democracy' in Classical Athens, and name two of the key people who have these opinions
- I will understand how to use referencing to cite information to support my arguments
- I can read and select information from an ancient passage of text and show how it tells us about what Athenians were thinking

Word bank – critic, oligarch, ochlocracy, philosophy, historiography, funeral oration

Activity 1

We've seen one of the places where decisions were made in Athens' democracy – let's now look at some opinions on democracy. Each group will have one profile.

Four Profiles:

Demosthenes:
- Orator and logographer (someone who writes speeches) - Started his career in speech writing (logography) by suing his uncles for spending all of his inheritance after his father died. - Most famous for his speeches to the Assembly, usually to tell them off for not listening to his advice on how to deal with King Philip of Macedonia taking more and more land in Northern Greece. - His name means 'Strength of the people'. - Believes that democracy (like Pericles) is what sets the Athenians as an example for the rest of Greece, however, he knows that it relies on 1) the citizens speaking in the best interests of the people (**parrhesia**) 2) the dēmos listening to advice with a sense of good will (**eunoia**), they need to have an open mind and listen to things that might not please them. When Athens has problems, it is not democracy that has failed, but the people who have let the democracy down.

Thucydides:

- Wrote a history of the war between Athens and Sparta, after he was exiled by the Athenians for losing one of the battles.
- Believed that Athenian Democracy worked when it had leaders who worked in the best interests of the city. When the Athenians were swayed by Pericles, they were an example for the rest of Greece to follow. However, after Pericles died, they were easily persuaded into bad, rushed and rash decisions by men like Cleon and Alcibiades, and because of this they lost the war. Democracy only works when you have a man like Pericles to lead the people.
- In his account of **Pericles' funeral speech,** he said: "The Athenian constitution is not a rival to the laws of our neighbour states; rather, we are a model to others than imitators. It favours the majority, instead of the few; this is why it is called a "democracy" … Athenian citizens give equal care to the affairs of the state and to their own affairs, and even those of us engaged in business have a fair understanding of politics. We alone regard a man who takes no interest in public affairs not as a harmless, but as a useless individual; and although few of us determine them, we are all sound judges of policy… I say that our city is an education to Greece… For when in testing times, only Athens among her neighbours is found to be even better than her reputation.
- On Cleon: the danger of demagogues and their ability to persuade the dēmos to make rash and hasty decisions, not in the best interest of the city, but just glory for the individual.

Credit – art by Dr Bremner

Old Oligarch:

- We're not sure who the Old Oligarch was, we don't even know if he was old or an **oligarch** (someone who wants the city to be run by the 'few', as an **oligarchy**). What we do know is that he was a bit of a grump when it came to democracy (hence why people have assumed he is both old and an oligarch.
- He wrote about Athens' democracy saying, "As for the type of constitution which has been chosen by the Athenians, I do not particularly approve of their choice because of how **it allows the worst people to be better off than the good."**
- He believes important decisions should be made by 'the most capable men' but that the Athenians prefer having power: "They want to be free and in control. It doesn't bother them much whether the government is bad; what you think as "bad" government is where the common people's strength and freedom comes from!"

Plato:

- Philosopher, student of Socrates
- Believed that the way to truth is through questioning and discussion (**dialectic**) and that there was a singular and eternal truth for everything
- He didn't like rhetoric because it can make the weaker argument (or bad advice) appear strong. It makes people form opinions rather than discover the truth.
- The Assembly permitted all citizens to vote, and the jurymen were chosen by lot from the citizens – these people were not specialists or professional lawyers.
- He believed that the masses did not act with reason or truth, and this led to bad decisions and disasters – such as losing the war to Sparta and the execution of his teacher Socrates.
- The city should be run by the few (**oligarchy**) and brightest of the city, ideally those who discuss Philosophy and only act on truth. Democracy is basically the mob making uninformed decisions based on opinions and rhetorical spin (**ochlocracy**)

Livingstone on Plato: "The Athenians did *not* know how to run their city, which was why democracy failed".
Livingstone 2016: 2.

Activity 2 – Make your pitch!

In your groups you will look in more detail at one of these profiles and will prepare and deliver a pitch as their 'spokesperson' to the group.

You will need to include:
Their view of democracy
Why they think that
What they think the Athenians should do

When the others are making their pitch, make notes in the boxes below:

Extended Learning – Greetings from Athens!

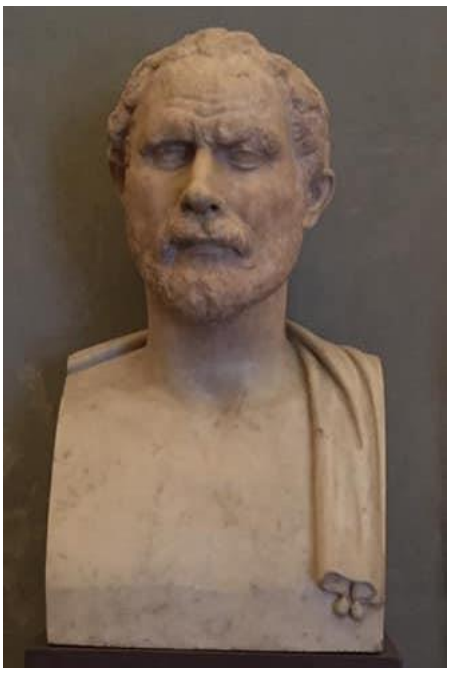
Write a letter to another city state on what you think is happening in Athens at the moment.

You can choose to be either:

1) One of the four profiles writing to friends elsewhere
2) A citizen of Athens writing to a friend who lives in another city state
3) A visitor to the city writing back home about what they've seen

On Google Classroom please upload and submit this as a google doc.
In your letter make sure you use some of the key vocabulary learnt so far, and make sure to give your opinion on Athens' democracy.

Tutorial 4 – Oratory and Crisis – Athens in 351 BCE



Demosthenes
Photo Credit, Dr Bremner at the Uffizi Gallery, Florence

What is the Purpose of Tutorial 4?

- I will have experience of reading larger parts of a primary source and how to reference it
- I can describe what's happening in Athens and the wider Greek world in the 350s and 340s.
- I can tell you who Philip II of Macedon is and why he matters

Starter Activity – Recall! Who said it?

Match the quotation with the most likely person to have said it! Demosthenes, Thucydides, Plato or the Old Oligarch:

'Democracy leads to terrible decisions because people do not know enough, and they execute the best people and philosophers'

'Democracy is reliant on a good and strong leader, demagogues can lead us to chaos, and we'll lose wars against our enemies'

'Democracy is ruled by the many, but they are a mob and so they act in self-interest, not intelligence'

'Democracy sets us apart from the rest of Greece, and works when citizens act in the best interests of the city'

Activity 2 – Defining 'Crisis'

It's said that there is only ever a 'crisis of rhetoric' in a democracy, because a democracy functions on words. There is never a crisis of rhetoric in a tyranny or dictatorship as leaders control the words, who can speak, and what people hear. A democracy, however, makes all of its decisions based on speeches. When this is corrupted, by people either acting in self-interest – or worse – acting as a traitor, then we have a crisis of rhetoric, which is a crisis of democracy!

It's important that we define what we mean by 'crisis' before we talk about it in Athens:

Definition	A crisis is…
Reword it	
Explain it	
Illustrate it	

Activity 3 – Mini Lecture, the crises facing Athens

We've already started to explore what a crisis of rhetoric means, but that was just one of the crises facing Athens in the 4th Century. Demosthenes, who we met last week, was one of the most prominent speakers of the time, and in his speeches to the Assembly he tries to deal with the problems the Athenians are facing.

At a university lecture, you will probably have just a PowerPoint, a handout with key facts/ extracts on – the rest of your note taking is down to you. Our previous mini-lectures have had the information in the booklet, but this time you will have a handout, my PowerPoint, and then spaces in here for you to make the notes yourself – this will involve choosing the key information and developing the skill of listening AND writing at the same time (which will be really useful in your GCSE, A-levels and Uni).

I'll talk slower and will also give hints at when to write things down so that you can get use to this. Remember, the handout has key information on too, so you don't need to write everything down.

Crisis 1 – The Rise of Macedonia and Philip II

Crisis 2 – Athens losing land and allies to Philip

Crisis 3 – Athenians stop listening to good advice in the Assembly

Extended Learning: What happens when citizens do not listen?

What happens when the *dēmos* decides not to listen to advice? This is a problem Demosthenes faced from 351 – 341 BCE when he tried to get the Athenians to act against Philip.

One of the problems he faced was that they became angry with him for telling them hard truths (**parrhesia**).

First Philippic (4.51) 351 BCE
'**I have shared everything I know with you candidly, holding nothing back**. Just as I know that it is in your best interest to hear the best advice, so I wish I knew that the giving of such advice would benefit the man who composed the best speech…'

Third Philippic (9.3) 341 BCE
I ask you, men of Athens, **not to be at all angry with me if I speak freely in telling the truth**. Look at it like this: You believe so strongly that in other areas freedom of speech should be granted to all inhabitants of the city that you have allowed foreigners and slaves to share in …**but you have entirely banished freedom of speech when it comes to the giving of advice. (9.3)**

These two extracts are from speeches Demosthenes made to the Assembly, but 10 years apart. In both he wants the citizens to listen to his advice, his *parrhesia*.

In the second, he says they have banished freedom of speech. This is important because, in doing this, they are taking away the democratic right of **isêgoria** (the right to speak) from the heart of Athenian democratic decision-making.

On Google Classroom, open this week's EL assignment and answer these two questions:

1) What do you think has changed, or not changed between the two speeches?

2) Why do you think this would be a problem, given what we know about Athenian decision making relying on words?

Tutorial 5 – Identity and Ideology in Democratic Athens

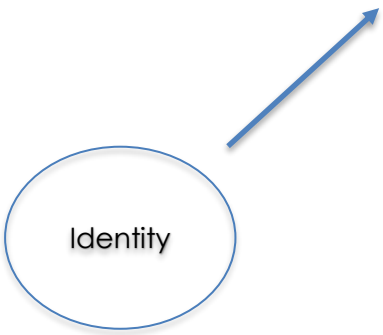
NICHOLAS CHAMBERLAINE SCHOOL

What is the Purpose of Tutorial 5?

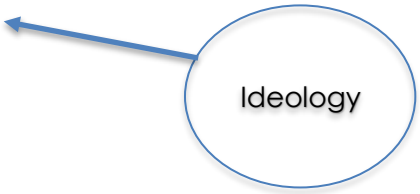
- I can explain what identity and ideology are as concepts
- I can describe the 'epitaphios logos' and explain how it engages with Athenian identity and ideology
- I can talk about social memory and 'Master Narratives' and how these are used in a democracy

Activity 1 – What is Identity?

Last lesson, we looked at how Demosthenes faced a crisis within the Assembly as they were ignoring his advice. Today we are looking at his strategy to use their sense of identity as Athenians and the stories of their past, to get them to listen. But first, we need to consider what we mean by Identity. Write down all the things that you associate with identity:



What do we think 'Ideology' means?



Activity 3 – Your Nicholas Chamberlaine Identity!

Define a 'Nicholas Chamberlaine' school identity – on your post it notes write down all the things that you think are a part of your school identity. Write one idea per post it, as we'll gather these up as a group

Our NCS identity statement:

Activity 4 – HEY YOU THERE! Interpellation and Ideology

One idea on ideology is something we call Interpellation. It means that someone calls to you, and you recognise yourself in the call – we call it 'Hailing'.

Here's the scenario

You're walking down the street and a policeman hails you 'Hey you there!'. You turn around, 180 degrees, because you think that the policeman is talking to you. In turning around, you have recognised the 'hail' and that you are part of the community and are working within the ideology.

So, the NCS version.

You're walking to the History department, but you hear Mr Smith call out 'Hey you there', and you turn around because you recognise that Mr Smith is a teacher, and that as part of the school community we listen to him (even the teachers!). It's more than our identity, it's the ideas, beliefs, ideals and social rules that make up our school environment.

In Ancient Athens:

Each time Demosthenes hails the Assembly as 'O Men of Athens' he is hailing them as Athenian citizens, and everything it means to be an Athenian living in that time and place.

"in the interpellative moment, ὦ ἄνδρες Ἀθηναῖοι, Demosthenes hails the dēmos as—categorically—Men of Athens. In practice, oratory hails its audience within a collective ideological framework of shared knowledge of what it means to be an Athenian citizen in fourth-century Athens."

From: Bremner, S. (2020)'The Rhetoric of Athenian Identity in Demosthenes' Early Assembly Speeches', in *Greek, Roman, and Byzantine* Studies, 60, 545.

Do Now: Can you think of a moment where you've been 'hailed' and turned around, recognising that it's directed at you?

Activity 4 – Close Readings

The funeral oration (***epitaphios logos***) tells us the 'Athenian Master Narrative', the version of Athens that **epitomises** their sense of identity as Athenians, and their ideology of what Athenian society and values are.

Last lesson, we looked at how Demosthenes struggled to get the Athenians to listen to his advice. To deal with this, Demosthenes taps into these memories in his Assembly speeches, to motivate the Athenians to remember their identity and act in manner worthy of their past reputation and identity.

Do now:
Read through the passage from Plato's *Menexenus*, and Lysias' Funeral Oration on your handout and highlight parts that you think are talking about Athenian identity/ reputation.

We'll then move to page 2 and read through some of Demosthenes' speeches to the Assembly. As a class, we will highlight and annotate where Demosthenes is doing similar things to Plato and Lysias.

Activity 5 – Group Discussion – Seminar Style!

At University, you are taught in various ways but mainly in lectures and seminars. You've had examples of mini-lectures so far, so now we will have a seminar discussion. These are usually in small groups of up to 10 students, where we all discuss our thoughts and ideas on set questions. It's a time where you share your thoughts aloud and share ideas.

Our mini seminar will focus on what we've looked at so far this lesson, and together as a group we are going to explore this question:

Why do you think Demosthenes uses identity and ideology to make the Athenians listen?

Things we can talk about to explore this:

- The crisis in Athens if people don't listen to advice
- The importance of words in a democracy
- What is happening in the Greek world at this time?
- Would this be an issue if Athens didn't have a direct democracy?

This space is for your notes and ideas:

Extended Learning – Your Final Assignment

For this week's extended learning you'll start working on your final assignment. This will also be up on Google Classroom, please submit these as google doc files and you'll get feedback in our next tutorial.

The final assignment is in three parts.

Part 1) Read this extract from Demosthenes' Speech 9.4-5:

> 'Look at it like this: You believe so strongly that in other areas freedom of speech should be granted to all inhabitants of the city that you have allowed foreigners and slaves to share in it, and many slaves here can be seen saying whatever they like with greater freedom than is enjoyed by the citizens of some other states, but you have entirely banished freedom of speech when it comes to the giving of advice. The result is that in meetings of the Assembly, you are spoiled and easily flattered, and listen to everything with an ear to your own pleasure but in your public policy and in the reality of the situation, you are already in deadly danger. If this is your disposition even now, there is nothing I can say to you.'

Answer the following questions:

- What parts of this passage show what it means to be a citizen in Athens?
- What are Demosthenes' complaints to the Assembly? (Use examples from the yext)
- What does this say about the duty of a citizen at Assembly meetings?
- What do you think Demosthenes means when he says the Athenians are 'spoiled and easily flattered'?
- What do you think Demosthenes means here about 'deadly danger'? (can you refer to what is happening in Greece at this time?)
- Why is Demosthenes upset that they are not listening to him?

Part 2)
How far do you agree with this statement:

> 'Athenian democracy relied on all of its citizens using words responsibly'

You have <u>250 words</u> to write your answer.

In your answer show what you've learnt about:

- Citizen decision-making in Classical Athens
- Giving <u>and</u> receiving advice in the Athenian Assembly
- The danger of rhetorical manipulation, "fake news", and citizens' preference for rhetorical speeches
- What a crisis of rhetoric is – and how this is a democratic crisis
- What happens in a democracy when words cannot be trusted/ words no longer have meaning
- Remember to define what you mean by 'Responsibility'

Part 3) Write a 250 word reflection on your thoughts about democracy

In your reflection write about:

- your ideas on democracy before we started the course
- How/ if these have changed (use examples from our tutorials)
- Conclude with your thoughts on democracy now – what do you think democracy is/ what's important about making decisions in a democracy

Success Criteria for Parts 2 &3

- Refer to specific examples of speeches and debates from our tutorials
- Demonstrate your awareness of the different opinions on democracy in Athens
- Use subject specific terminology we've covered in class (p*arrhesia*, *rhetor*, orator, *citizen, crisis, identity, ideology*)
- Use examples from your homework and class reading to show your wider understanding of what's happening in 4th Century Greece and key historical figures (Demosthenes, Philip of Macedon)
- Refer to techniques used by orators use to make citizens act responsibly/ challenge rhetorical flatterers – give examples from our tutorials
- For additional marks, demonstrate your awareness of the similarities and difference to modern democracies
- Remember to structure your answer – make a plan first! Think about the points you want to include and also think about your spelling and grammar.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •

•

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
• • •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
• • •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should you use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g., Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g., S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Notes

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