

ANCIENT ATHENS

Humanities I



UNIT 1: PERIOD OF GREEK HISTORY

1. ARCHAIC: 800 OR 750 TO 500. The time of political geography
2. CLASSICAL: the fifth and fourth centuries. The time of independent city-states
3. HELLENISTIC: from the time of Alexander the Great to the Roman Conquest. Greek civilization spread east.
4. ROMAN: conventionally dated from the defeat of the forces of Anthony and Cleopatra by Augustus at the Battle of Actium in 31 BC.

Darius Athens was raided by the Persians under all three kings
Xerxes
Artaxerxes

Persian monotheism was reflected in politics, making Darius seem like a god.
Pantheisms = many gods

DARIUS

- A. Sent soldiers to Greece with an ultimatum
- B. Greeks kill emissaries
- C. Darius is not pleased; will avenge
- D. Sent fleet to Delos, birthplace of Greek gods
- E. Delos suffers an earthquake when fleet leaves
- F. Population of Aritrare [sic?] is carried off
- G. Darius sails to Marathon

THE BATTLE OF MARATHON

- A. Greeks outnumbered 10:1
- B. 192 Greeks killed; 6400 Persians killed

If the spirit hadn't been there, the Greeks would never have been able to defend themselves successfully

- 1. Greek love of freedom was not negotiable
- 2. Athenian respect for law and order
- 3. Not liberty alone, therefore, liberty under law was what the Greek people stood ready to defend

When Athenians struck a lucrative period Themistocles believed the money should be used for the navy – the Athenians voted for the navy.

XERXES

- A. Received dreams telling him to attack Greece again and believed the gods were in favor of Persia
- B. Beheaded the carpenters of the bridge that fell
- C. Had the men believing they were immortal
- D. Spartans were told by the oracle they would win if they lost their king
- E. The Athenians were told they would scatter the enemy – “Pray to the winds”

“So long as the sun keeps its present course in the sky, we Athenians will never make peace.”

They have the right to fight for their freedom and values. (An ideal that is worth defending.)

DORIC COLUMNS – some of the best ruins remaining

STYLOBATE – the steps up

IONIC – the line in this column symbolizing eternity

CORINTHIAN – a Roman favorite

MAN IS TRYING TO USE AND LIVE WITH NATURE

Unit 2: THE LIFE OF AN ATHENIAN LEADER, PERICLES

Discussion and Study Notes

1. Pericles was wary of people. He was intelligent and aware of things around him. He was very careful of what he said and did. Before Pericles consolidated political power, he “made it his policy to gratify the desires of the people.” After which, “he was not so tame, gentle and familiar with the people, nor so willing to comply with their wild and capricious desires.” Pericles had a reputation of being prudent in military affairs.
2. Pericles had the ability to comply with the peoples’ desire early on and then become firm, honorable and consistent later on. In that way, he was able to lead the people and show them what was best.
3. The characteristics showed concern for the people and the society. He believed in what he was doing and it worried-- [sic]
4. The belief in oneself and the ability to make change for the good.
5. Pericles thought first of the society and therefore was a good man. He was concerned for the people.
6. a) Pericles led Athens and “showed the people what must be done.” b) “He had to urge them forward and force them against their will to do what was for their best advantage... and therefore helped them lead the good life.”
7. a) American leaders, to a certain extent, do as Pericles did. b) By way of plays, festivals, etc., they try to make the society better. c) Russia cares very little for the desires of the public. The cultural efforts in America are to build a better society.
8. The modern world is geared to believe the individual is first and foremost in society.

Unit 3: ATHENIAN EDUCATION

Discussion and Study Notes

1. The main objectives in Athenian education were to become the ideal citizen, to build one's mind to debate and judge, to defend one's city and to become a man.
2. While the Athenian education stressed the development of one's mind to create a better society, the American education stresses technical and professional development to create a better individual.
3. a) They considered the mind much more important than the physical aspects of a person. b) with the progression to the individual [sic] his own desires, the subjects have changed.
4. The man produced was a man who loved his city and his country. He was able to think, debate, reason and make a better society.
5. The Athenian would learn to fend for himself first and society later.
6. I believe America could never make a complete turnaround because of the way things are, however I do believe that too much emphasis has been put on physical development and less on mind development.
7. Education should give the student the opportunity to be aware of society's values, but encourage them to better it.

Unit 4: THE PLACE OF WOMEN

1. While the child is still young and growing, both physically and emotionally, it is not justifiable for a woman to pursue a career. However, if the child is grown and capable of handling it, then it is justifiable.

* * *

That citizens shared the values of the city – to strive for perfection – that was what education was trying to do.

The sense of security would give the people room to expand in the field of science, etc.

The physical training develops discipline. A disciple society can handle crisis.

Education is the basis on which all great things are achieved.

In the plays and poems, they brought the things that happen around them. About philosophical issues.

The family is the future.

The most influential one of the family is the mother. (filmstrip.)

"There is no disgrace in being poor. There is disgrace in doing nothing to avoid it." – Pericles

Each polis [sic] are jealous of each other. There were often battles, except during the Olympics, which was more than games to the Greeks.

"Know thyself nor nothing in excess."

Solon developed "Delos" government by the people.

Never before had men been so aware of what they could do.

Athens a clearing house for ideas.

Socrates wrote nothing- had no system. Plato wrote it all down.

"No limits were set to thought."

Socrates was condemned to death because his truths were thought to be dangerous in war-time.

The struggles for leadership caused division. This, in turn, slowed down the drive [to] perfection. There was a weakening. During all of this, came Socrates and his teaching. Intellectually, they were more on [sic] though they were standing still.

Everything is moving scientifically. [sic]

Socrates would speak in the stoa for the better part of 3 decades. Plato was taught this way.

* Socrates taught that there was one mind that made order out of chaos.

All order sprang from moderation.

The mind of man was capable of bringing order. Therefore, a monotheistic force had to have created man's mind.

Stoicism: make the most of your lives

The monumental evil= Pride

* There are some things you cannot do. There are some things you should not do.

Morals and Virtues of a Good Person

An unselfish attitude toward people around you—humility too. Courage to be and to do.

Respect for other people's life. Integrity. Respect for oneself. Patience. Responsibility must come as a result of personal integrity.

The consistency always lies in the three conceptions in how you live your life.

* The standards remain the same even in the absence of religion.

THE ODYSSEY

Dike: The right moral order

For the Greeks, all of nature had gods.

The purpose of the poem is to show how caring a resourceful Odysseus is.

The gods chose to help Odysseus because he was on the side of justice. They must follow the right moral order.

THREE THEMES:

The soldier – Odysseus

The Young Boy – his son

The Wonderings of Odysseus

Love and Justice are the two themes.

Odysseus is an avenger on the side of dike. Always he has the love of family and preservation of family, (even under great hazard.) Defense of right order and conduct to restore order to his family. Harmony; decency; honor. And city state.

Retribution - the soldiers and their death. A just retribution. Athena planted an olive tree to end a debate over who should found Athens. Poseidon wanted it. The olive branch was used in ending anyway.

* Mythologically, the olive symbolizes the victory of civic justice over random violence

* Poetically, victory of married love or sterile lust

Leadership – The spirit of Athens was derived from this, also trust.

OEDIPUS

The royal house of Thebes was special with the gods. Cadmus was blessed by the gods. A goddess was given to him for a wife. Cadmus began to feel like he was a god. He was a mortal assuming the rights of gods.

* The sins of the father revisits the children.

When the first cousins of this family married, sent out a warning that the child would kill his father and marry his mother. The child was born anyway and it was then that the father wanted to do away with the child.

* The mother violated the laws of nature by having the child and the father by doing away with it.

A shepherd takes the child away to another city where the child grows up. He goes to Delphi a seeks a prophesy where he is told he will kill his father and marry his mother. Refusing to believe this, he goes to Thebes and kills a man. The man is his father but Oedipus doesn't know it. After helping Thebes out, he marries his mother but doesn't know who she is. They have Eteocles and Polynices. A plague hits the city. The murderer of Lios has to be found. Oedipus finds out it is he. His mother hangs herself. Oedipus blinds himself and is driven out. His brother-in-law Creon is regent. The people of Thebes decide that the two sons will rule for six months each. Polynices is sent to another city while his brother is ruling. Edict – Polynices must not be buried.

Polynices – full of strife

Eteocles – justly [sic] fame

ANTIGONE, the characters Polynices and Eteocles

THE SEVEN AGAINST THEBES by Aeschylus

The predominant in *The Seven Against Thebes* is battle and lamentation. The noise of strife and weeping. The sound against the action—it sets the tone.

At the beginning, the sound is outside the city walls. The weeping is inside. By the end of the play, the two sounds of the brothers and people. The theme: 1) disobedience, 2) patricide, 3) incest.

DISOBEDIENCE – Both brothers are acting antithetically against dike. The natural order says the child should respect their parents. Phylia= fidelity. The family bond nurtures the family. But in the play, it is brother vs. brother.

PATRICIDE – Because they are spilling the same blood in the family, Oedipus is outraged and lays a curse on his sons. When the brothers shed their blood, they are also shedding their father's. Dike is violated.

1. Lios violated dike a) in his defiance of the gods, b) in his murdering the son of a friend who he was protecting. His punishment is that he would be childless or be destroyed, c) the child of Lios, he is placed on a mountain to die (parent-child.) Curse from father to son when Oedipus kills Lios. Lios raged and cursed the hand that killed. The curse is passed on. Oedipus curses *his* son who acts in violence and violates dike.

INCEST – Is carried out directly when Oedipus marries his mother and four children are born. Had Lios refrained from having children, the city would have flourished. Therefore, Thebes plays an important role. Each brother is attempting to take possession of the mother city. The inheritance is justly divided, when they die. The city is led to ultimate destruction.

ANTIGONE

In *Antigone*, the city falls to Epigoni, (The Seven Champions.) The mother city cannot nurture any more children. From the individual household to the magistrates to the city.

ETHOS – true, just famed (true cause of weeping klais [sic])

KLEOS – justly famed

* Eteocles let the last generation of Lios go down to the last man.

It is only after he has killed his brother that Eteocles solves the riddle that he is the cause of the weeping.

The plays ends as the city burns.

THE SEVEN CHAMPIONS AND THEBES

Tydeus – arrogant and insulting. A moon on his shield symbolizing ignorance and the inability to see the truth.

Kapaneus – a giant. An exaggeration of the first--- a perversion.

Eteoklos – clearly intended to be the mirror image of Eteocles outside the wall. His own worst enemy. His shield is a mirror.

Hipponenon – Tyclon [sic] – the earth god is on his shield.

Amphiaraos – a preist of Apollo.

QUESTIONS FOR ANTIGONE

- 1) What was the battle between the brothers really about?
- 2) What was implied by Creon's law forbidding anyone to bury the corpse of Polynices?
- 3) What was meant by the curse on Oedipus?
- 4) Is Antigone fated to die?
- 5) Could she have prevented her own death?
- 6) Why does Antigone feel it is her duty to break Creon's law?
- 7) Is Creon responsible for what happens to Antigone?
- 8) Does Antigone feel she is fated to act in a certain way?
- 9) Why is she unwilling to let Ismene share the blame for burying Polynices?
- 10) Why does she bury Polynices twice?
- 11) Why does she call her crime holy?
- 12) Why does she commit suicide?
- 13) Would you consider Antigone's life was made worthy and heroic by her death?
- 14) Or does the terrible, tragic consequence of collision between a proud heroine and an inflexible law-giver amount only to futility?

QUESTIONS ON CREON

- 1) Has Creon reasonable grounds for issuing the edict?
- 2) Does Sophocles consider Creon's error to lie in issuing the edict or sticking to it?
- 3) Is Creon attempting to fulfill his leadership responsibilities?
- 4) Does the Chorus approve of Creon's philosophy of government?
- 5) Does Creon change at the end of the play?
- 6) When does he realize that he had been too proud?

- 7) What makes him change his mind about the form of Antigone's punishment?
- 8) Why does he say "It is worse to risk everything for stubborn pride?"
- 9) Why does the prophet call him "sick"?
- 10) Why does he accuse T. of selling him out?
- 11) Why does Creon say "The inflexible heart breaks first."
- 12) Who was more proud, Antigone or Creon?
- 13) Could Creon have avoided his own downfall?
- 14) If so, at what point in the play?

PLATO, THE CRITO

The American Scene – Values, Absolutes and Focus for Argument

Arguments are essentially of two kinds: those for or against a certain course of action and those for or against a certain judgment

- A. What one favors is decided on the basis of one's values
- B. We do believe in right and wrong, though values are different

For example, in a certain instance we might advocate mercy killing and long before we encountered someone who directed our attention to the absolute "Thou shalt not kill," we would have encountered it in our own sense of guilt. We are then in the grips of ethical dilemma. In this argument then, it is possible to take an absolute since a fairly clear ethical absolute is relevant.

Another instance where it is possible to take an absolute stand, as most college professors do, is in questions of changing college grades. A student gets a grade he earned even though that grade may not represent his superior ability or may prevent a senior from graduating. But most questions are more complex than a simple choice between whether to take the absolute position or make an exception in a particular instance.

- C. There are four positions in certain arguments when there are absolute positions both for an against and practical on both sides too.
- D. Argument of policy
 - a. change things
 - b. remain status quo

Argument must be given some focus.

CRITO

From *The Works of Plato*, translated by Benjamin Jowett. Published by the Clarendon Press, Oxford

Socrates: "But why my dear Crito, should we care about the opinion of many? Good men, and they are the things who are worth considering, will think of these things truly as they happened."

Crito: "But do you see, Socrates, that the opinion of the many must be regarded, as evident in your own case, because they can do the very greatest evil to anyone who has lost their good opinion."

- 1) In issuing the edict and denying Polynices' soul the right to go to heaven, Creon has taken over the role of the gods.
- 2) When decided whether Socrates thought the error lay in issuing or carrying out the edict, one must consider the fact that, throughout the play, characters emerged condemning Creon for his actions.
 - a. Antigone: "Your edict, King, strong, but your strength is weakness itself against the immortal, unrecorded laws of God." and "Think me a fool if you like; but it may be that a fool convicts me of folly."
 - b. Haimon: "I beg you not to be unchangeable; do not believe that you alone can be right." and "If you were not my father I'd say you were perverse."
 - c. Teiresias: "The time is not far off when you shall pay back corpse for corpse, flesh of your own flesh." (which, by the way, foresees the death of Creon's family,) and "This is your crime. And the Furies and the dark gods of Hell are swift with terrible punishment for you."
- 3) Creon: "Nevertheless, I say to you at the very outset, that I have nothing but contempt for the kind of Governor who is afraid, for whatever reason, to follow the course that he knows is best for the state; and as for the man who sets private friendship above public welfare—I have no use for him either." And Creon's values are expressed.
- 4) Yes – "When laws are kept, how proudly the city stands! When laws are broken, what of his city then?"
- 5) Yes – He realizes his downfall.
- 6) The death of his family-- "Oh God, I am sick with fear. Are there no swords here? Has no one a blow for me?"
- 7) Teiresias' curses and foreseeings.
- 8) "Oh, it is so hard to give in" to admit he was wrong.
- 9) He is saying Creon is perverse--- that he doesn't know what he's doing and doesn't understand the effect.
- 10) Creon: "Teiresias, it is a sorry thing when a wise man sells his wisdom, lets out his words for hire."
- 11) The downfall of a hard-willed stubborn person will be must [sic] quicker in coming.

- 12) Antigone's pride was greater not only because of herself but for her brother. It also accomplished its purpose since Antigone would see her brother in Heaven.
- 13) If Creon wouldn't have issued the edict at all and--s
- 14) If he would have reacted sooner to what was being said by his son and the prophet.

Greek religion had a history; Greek philosophy did not.

"What is man?" "What is the world?" was answered previously by myth.

Man's attempt at guessing at the creation of the world and himself.

the earth does not move

the earth floats or [sic] water

"man was born from creatures of a different kind"

The Entrance of Pythagoras

Plato believed the whole world of experience could never be the subject of true knowledge and therefore disregarded geometry and science.

* Knowledge (wisdom) = virtue = happiness

Unit 15:

The spirit of the people who make the best of their geographic position.

- 1) The Greek tribes moved. In half a century, [the] population changed many times.

Unit 17:

- 1) A professional does it because it is a job, as opposed to an amateur who does it because they want to.
- 2) "To attend to the business of the polis was not only a duty, which a man owed to his polis, it was also a duty which man owed to himself. And it was an absorbing interest too. It was a part of a complete life."
- 3) The government stimulates spirit by attaining goals.

Unit 18:

- 1) "... men could determine the very rules by which they lived once they broke the tribal bonds. In tribal societies, men were only rule-breakers, not rule-makers.
- 2) The achievement system. Greeks attained status with military virtues.

The Romans spread the Greeks ideas and philosophy across the continents.

* The empire fell rapidly because of its bad moral influence.

The Dark Ages followed.

Then Christianity came in and took over the government (dominated it.) The Church was powerful that before a king could restore the balance of power, he publicly allowed himself to be whipped.

Erasmus, Luther, Zwingli, Hus (demanded reform)

The principle of reason or Renaissance

The conforations [sic] occurring within the church

1519 – The Reformation

1534 – There were several interruptions of Christianity

* A series of principalities

The Inquisition was the counter-reformation – 1527

Henry VIII was followed by his son who died when he was 14. Ed 6. Mary (Catherine of Aragon), Elizabeth I, James I

France Kathryn Frances Louis ----

Spain Philip II

The greatest trading center was Venice

1564 Michelangelo dies

	William Shakespeare is born
The Elizabethan Period	Nicolaus Copernicus is born
Johannes Kepler	Galileo Galilei

The life of a man from a lower sphere to a higher one – the cathedral was built.

* All men united with God

The world seemed a violent contrast. Two choices: salvation or damnation

Charity is the greatest virtue.

Greed is a vice.

Hope is a virtue and despair is a vice.

The City of God vs. The City of the People

* One's attractions, the others' promises marked the conflict of the Middle Ages

* They were practical on earth, yet everything was a preparation for the life after death.

There were those, however, who enjoyed life on earth more. Join the world or retreat from it.

“Even in religion, there was conflict.” (Tavern vs. Monastery—the sensuality of the tavern vs. the holiness of the monastery.)

The conflict continued until the Reformation and the scientific proofs where it broke entirely.

* The hopes of heaven's promises were taken away from the simple people with the entrance of scientific proofs. Crime rose.

* There was no moral law.

* The questions were all God-centered.

The Reformation put an end to mysticism. Mysticism put an end to scientific investigation.

New trades were invented.

A system of patronage – writers, artists, thinkers, etc., given the time and the materials to complete their work.

Leonardo da Vinci was born in 1452. He came to Florence at the age of 16. He had many interests and these frequently overlapped each other. He desired the impossible. He was responsible for the tank. The smile on the Mona Lisa represented to him to be the key to the universe.

The definition of Good – The knowledge of undistorted truth

In order to achieve “goodness” one must realize that perfection is there. This is where faith comes in.

Came from humble background. Twelve years later to produce a statue that was eventually melted down to make a cannon. Worked for Lorenzo [de' Medici] 2 years. Never did anything that he wanted.