AHIS3100 - Greek and Roman Political Theory

Course Outline

Course Co-ordinator: Prof. Harold Tarrant
Room: MCLG27
Ph: 49215230 (internal—15230)
Fax: 49216933
Email: Harold.Tarrant@newcastle.edu.au
Consultation hours: Generally available Mon. & Tues. 11.00 to 4.00 & Wed. a.m.

Course Overview
Semester 1 - 2007
Unit Weighting 10
Teaching Methods Seminar

Brief Course Description
Offers an issue-based introduction to Greek and Roman Political Theory, involving study of the works of Plato, Aristotle, and Cicero. While it will consider the political background of these authors and society as they knew it, it also involves the extent to which their ideas and arguments are valid today, and how they might be effectively countered. Issues include the nature of the political community, communal and individual rights, justice and injustice, the role of law, the merits and demerits of democracy and other systems, and the state's role in education.

Contact Hours
Seminar for 2 Hours per Week for the Full Term

Learning Materials/Texts
You will need translations of the following texts:
1. Plato: Gorgias
2. Plato: Republic
3. Aristotle: Politics
Other essential material will be distributed, but it is useful to have a text of Plato's

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007

CTS Download Date: 13 February 2007
Laws available (so some may care to purchase Plato’s Complete Works in the Hackett edition of John Cooper). We have previously set Cicero, *On the Commonwealth* and *On the Laws*, and though it is out of print 8 copies are in the bookshop: particularly useful for Roman historians!

**Course Objectives**
1. To facilitate systematic logical/analytical thought about ancient societies and their systems of government.
2. To produce an awareness and understanding of the principal Greek and Roman works and theories which have influenced modern thinking on politics and social justice.
3. To appreciate the diversity of social, administrative, and legal systems that can be held desirable in different stages of human development
4. To develop skills in written and other communication, particularly where the situation of unfamiliar societies must be represented.

**Course Content**
This course acquaints students with the principal themes of ancient political theory, and enables them to critically evaluate ancient political thought both in and out of its original context. It studies the views of:

1. Plato and Aristotle
2. Cicero and the Hellenistic Philosophers

On

a. The Nature of Societies and their Laws
b. Constitutions
c. Justice and Injustice
d. Education

**Assessment Items**

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination:</td>
<td>50 minutes, 800 words (18%) To be held week 14</td>
</tr>
<tr>
<td>Essays / Written</td>
<td>2,000 words (50%) To be due by May 30th at 3.00 p.m.</td>
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<tr>
<td>Assignments</td>
<td>Seminar paper 1,250 words (32%) To be due by 10 a.m. on the Monday following the relevant seminar,</td>
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**Assumed Knowledge**
At least 60 units at 1000 level or above, including 20 units of AHIS, HIST, PHIL, or POLI courses.

**Callaghan Campus Timetable**

**AHIS3100**

**GREEK AND ROMAN POLTI THEORY**

Enquiries: School of Humanities and Social Science

Semester 1 - 2007

Seminar Monday 9:00 - 11:00 [GP2-18]

**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:
· copying or paraphrasing material from any source without due acknowledgment;
· using another’s ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;
must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus
City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students

Resolution Precinct

Phone: 02 4921 5806

Fax: 02 4921 7151

Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)

Phone: 02 4348 4123

Fax: 02 4348 4145

Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
No tutorial. Students are required to enrol in the Lecture for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:
- Level 3, Shortland Union, Callaghan
- Level 2, Student Services Centre, Callaghan
- Ground Floor, University House, City
- Ground Floor, Administration Building, Ourimbah

Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
- Seminar paper; essay.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations
A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under the Procedures for Appeal against a Final Result (see: http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark,
students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

Further detail on this University policy can be found at:  

**Return of Assignments**

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**

In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Other systems of referencing, wherever adequate, will be accepted. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

**Student Representatives**
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
Plan of course, with reading and topics:

Weeks 1-3: Introductory Topics

1. Introduction

2a. The individual before the polis: Callicles
Question: What is Callicles' challenge to conventional morality in the Gorgias, and Socrates' response? How good is Socrates' response, and how would you respond to Callicles? Consider these questions in relation to the readings.

Primary References:
Plato. Gorgias. 482a-499c.

Secondary References:

2b. The polis before the individual: Socrates
Question: Socrates claims in the Crito that one must persuade the state to act as one thinks it should, but that if one fails then one must obey. What is his justification for this claim, and how good is that justification? Consider these questions in relation to the readings.

Primary References:
Plato. Crito. 43a-54e.

Secondary References:

Week 3a: Questions of the conflict between nature (physis) and law/convention (nomos), particularly in sophistic thought.

Texts for study: Sophocles Anigone lines ; Antiphon, Truth fragments; Thucydides 5.105; Plato, Protagoras 337c-d, Gorgias 482c-4a, 488b-9b, Republic 336b-339e, 358e-361d.

Questions:
Can it be said that the Greeks had recognised anything of importance in establishing that the ways of law and of nature can be fundamentally opposed? Is there a necessary connection between the preference for nature rather than law/convention and the pursuit of self-interest? Can law be violent? How plausible is it for us today to
see what is natural as being fundamentally opposed to what is sanctioned by custom or law?

**Reading:**


**3b. The origins of the polis: Protagoras**

**Question:** Socrates in the *Protagoras* implies that, from the way they behave, Athenians seem to think that no-one in a democracy has political wisdom. What, in detail, is Socrates' objection, and Protagoras' answer to this objection? How plausible do you think Protagoras' account is of the origin and justification of democracy? Consider these questions in relation to the readings.

**Primary References:**

Plato. *Protagoras*. 318a-328d.


Plato. *Laws*. 676a-682e.

**Secondary References:**


See also Primary References to *Plato on Rule-of-the-Many*

**Weeks 4-6: Constitutional Structures**

**4a. Plato on Rule-of-the-Many: Democracy and Expertise**

**Question:** Describe in your own terms Plato's criticisms of democracy. Describe the analogies Plato uses to illustrate the governance of democracies. Do these analogies establish that democracy is an inferior form of state? Consider these questions in relation to the readings.

**Primary References:**


Plato. *Protagoras*. 318a-323c (expertise within a democracy).

Plato. *Republic*. 487b-497b esp 488b ff and 493b ff (democracy and the philosopher), 555b-562a (democracy and the democratic character).


Secondary References:

4b. Aristotle on Rule-of-the-Many: Polity and Democracy
Question: How far does Aristotle believe that the many should participate in ruling the polis, and what arguments does he give in support of his views? How good are these arguments? Consider these questions in relation to Aristotle's discussion of polity and democracy, as well as the other readings.

Primary References:
Aristotle. Politics. I.1-2 (nature of the state), III.6-13 (constitutional theory), IV,1291b14-93a35 (types of democracy and oligarchy), IV.8,9,11,12 (polity as a mixture of democracy and oligarchy), VI.2-4 (preservation of democracies).

Secondary References:

5a. Plato on Rule-of-the-Best: Meritocracy in Republic and Laws
Question: Who or what should have absolute power in the state? Describe in your own terms Plato's answer to this question in the Republic, and the justification he gives for this answer. Do the same with his answer to this question in the Laws. How plausible are each of these answers? Consider these questions in relation to the readings.

Primary References:
Plato. Republic. 471-521 (the philosopher king).
Plato. Laws. 708e-715e (constitutionalism), 739a-e, 745e-746d (theory and practice), 960b-969d (the nocturnal council).

Secondary References:

5b. Aristotle on Rule-of-the-Best: Kingship and Aristocracy

**Question:** Who or what should have absolute power in the state? Describe in your own terms Aristotle’s answer to this question in the *Politics*, and the justification he gives for this answer. How plausible is this answer? Consider these questions in relation to the readings.

**Primary References:**

**Secondary References:**

**Week 6: Theories of a mixed constitution.**

**Texts for study:** Plato, *Laws* 691c-2a, 756e-7a; Aristotle *Politics* II 6 p.55 (on *Laws*); IV 3-13 especially 8-9 and 11 on the polity; Polybius VI 3-18 especially 3-4, 10, 15-18; Cicero, *On the Commonwealth* I 38-71 especially 43-45, 65-71, and compare V 3-8a.

**Questions:**
Consider the underlying reasons for wanting to ensure that the state does not conform wholly with the democratic, oligarchic, or monarchic pattern. Are there substantial differences between Greek polis-based ideas and Roman ideas on the mixed state? Are there modern parallels? To what extent do the constitutions of Plato’s *Laws*, Aristotle’s *Politics*, and Cicero’s *On the Commonwealth* betray the social background of their authors?

**Reading:**
WOOD, Neal, *Cicero's social and political thought*, Berkeley: University of California Press, 1988, 159-75. 875.01 CICE-2 WOOD

**Weeks 7-9: Justice and Injustice**

7a. Why be just? The response to Thrasymachus

**Question:** Thrasymachus claims in *Republic* I that justice is the interest of the stronger, and that the unjust are wiser, stronger, and have better lives, than the just. What is Socrates' response to these claims, and how plausible do you think that response is? Consider these questions in relation to the readings.

**Primary References:**

**Secondary References:**

7b. Why be just? The response by Epicurus

**Question:** How convincing is Epicurus’s explanation of why we should be just? Explain in your own terms Epicurus’ view about the goal of a happy life, his conception of justice, and why he thinks a good life will be a just one. Is Epicurus right?

**Primary References:**

**Secondary References:**

8a. Plato and Aristotle on Distributive Justice

**Question #1:** What are Plato's and Aristotle's views on the question of how widespread private property should extend in the state? What objections does Aristotle have to Plato's views on these matters? In your view, how widespread should private property be? Consider these questions in relation to the readings.
Primary References #1:
Aristotle. *Politics*. I.9 (natural and unnatural ways of acquiring goods), II.5 (the *Republic* on property), II.7 (Phaleas on property).

Secondary References #1:

Question #2: Is Aristotle a political perfectionist, and, if so, is his version of perfectionism direct or indirect (see Charles 1988, esp pp 185 and 189n3, for definitions of these terms)? How plausible is perfectionism, direct or indirect, as a political programme? Consider these questions in relation to the readings.

Primary References #2:

Secondary References #2:

9a, b. Plato and Aristotle on Corrective Justice
Question: According to Plato, what justification is there for punishment? Consider in particular the issue of whether Plato has a medical model of punishment. How plausible is Plato's justification? Consider these questions in relation to the readings.

Primary References:
Plato. *Gorgias*. 461a-466a, 476a-479e.

Secondary References:
Weeks 10-11: Law

Week 10: Legal and illegal government. To what extent should the state legislate?


Questions:
In what ways can government be illegal? Why does Plato’s Republic not offer any basic programme of legislation? Why does Plato think we need laws, and at what point does he recognise that it is counter-productive to legislate further? Should laws interfere with personal liberties, and should they admit exceptions? [consider the questions with a close eye on Plato, but also consider the modern situation.]

Reading:
George Klosko, The development of Plato’s political theory, New York c1986. 184 PLAT-2 KLOS

Week 11: Written and Unwritten law, Natural and Artificial Law.


Questions:
How do laws come to be regarded as literature? What difference had writing made to the possibilities of a lawful state? How is it possible for the would-be philosopher-legislator to lift his laws above the level of the ruler’s expediency and to relate them to some higher authority?

Reading:
G.R. Morrow, Plato’s Cretan City, Princeton 1960, esp. 544-72,
Weeks 12-13: Education and the State

Week 12: Platonist Education

Texts for study: Republic 376e-412a; you may compare either the programme of higher education outlined in Book VII or the educational psychology of Laws I.

Questions:
Why is Plato so anxious to keep strict control of the educational process in any state of his invention? To what extent is this linked with his psychology? Should we regard censorship as an integral part of this process of control, and is strict state supervision inevitable given the abolition of the family? To what extent might Plato’s early education be explained as an attempt to ensure the unity and the social responsibility of the community?

Reading:
R. Barrow, Plato, Utilitarianism, and Education, London 1975. 184 PLAT-2 BARR

13a. Aristotle on Education

Question: What role do the state and the family have to play in moral education? Describe in your own terms Aristotle’s answer to this question, and how good you think his answer is. Consider these issues in relation to the readings.

Primary References:
Aristotle. Politics. VII.13-17 (aims of education, and early education), VIII.1-7 (education and the state).

Secondary References:
13b. Reflections on the course as a whole

Usual grading guide:

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<td>50% to 64%</td>
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<td>75% to 84%</td>
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<td>85% upwards</td>
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</table>

Some General Bibliography:
M.F. Burnyeat, ‘Did the Greeks have the Concept of Human Rights?’, *Polis* 13, 1993, 1-11.

More to be placed on Blackboard!!!