Intro to Greece:
The Rise of Democracy

I. The Geography of Greece
   A. Two defining features
      1. _______________________________
      2. Water (________________________)
   B. Results
      1. Difficult _______________ travel
      2. _______________ farming
      3. Heavy reliance on fishing and _______________
      4. _______________!

II. City States
   A. Greek word: ____________________
      1. Definition: a political unit made up of a city and its surrounding land - ________________
   B. Why did this happen?
      __________________________________________________________________________________
      __________________________________________________________________________________
      __________________________________________________________________________________
   C. Varied in ____________________: a few hundred to several thousand people
   D. Physical structure of the polis-two levels
      1. The __________________ (high city): temple
      2. Walled main city: agora, marketplace, theater, public buildings, ______________________
   E. Government
      1. Different forms of government evolved between 750 and 500 B.C.
      2. Began with a ________________ but we will also see:
         a. Aristocracy/oligarchy
         b. Tyrant
         c. __________________ (direct, limited)

III. Athens vs. Sparta
   A. The two main city states in Greece
   B. Very different approaches to: ________________________
C. Working __________________
   1. The ________________ Empire (Asia Minor to India) was a threat to all of Greece
   2. The Greeks met this threat by joining together to defeat the Persians (around 480 B.C.)

D. They didn’t always ‘get along’
   1. The Peloponnesian War (431-404 BC) created a war throughout ________________ of Greece with Athens and her allies vs. Sparta and hers.
   2. After 27 years, Sparta would conquer ________________ but her culture and ideas would live on.

IV. Athens and the Road to Democracy
   A. ________________: a king ruled early Athens
   B. By 700 B.C. Athens was ruled by an ________________ = wealthy landowners
   C. Economic and political problems! Complaints:
      1. ________________ slavery
      2. Merchants and ________________ resent landholders
   D. SOLON (594 B.C.)
      1. Outlawed DEBT SLAVERY and ________________ farmers’ debts.
         a. Athens is still an ARISTOCRACY
      2. Poor Solon...people still aren’t happy.
         a. Pisistratus takes power in 546 B.C. Because he takes power by force, he is called a ________________.
   E. CLEISTHENES (508 B.C.)
      1. All ________________ can vote and participate in government
         a. COUNCIL OF 500: prepared ________________
         b. Athenian ________________ has the power to debate and pass laws (a legislature)
F. Direct and Limited Democracy

1. _______________ democracy - citizens voted on everything.
   - In the United States we have an _______________ democracy because we have representatives.

2. _______________ democracy - not everyone in Athens was a citizen.

3. To be an Athenian citizen:
   a) _______________
   b) At least _______________
   c) Both parents _______________ in Athens

4. 3/4 of Athenians were not citizens: _______________, slaves, foreigners

G. THE AGE OF _______________ (460-429 B.C.)

1. offered salaries for public office
   a. Now even _______________ men could serve in government!

Pericles' Funeral Oration

1. Identify three things that Pericles said about Athens and its society?
   a. __________________________________________________________________________
   b. __________________________________________________________________________
   c. __________________________________________________________________________

2. In what was Athenian society different from the Spartans?
   __________________________________________________________________________

3. What similarities do you see between Pericles' view of Athens and the United States?
   __________________________________________________________________________

4. The historian Thucydides admits to having 'edited' the text. Is this still valid history or not? Explain your answer.
   __________________________________________________________________________

5. Your teacher, Mr. Freed, also edited this text [shortened, altered the wording]. Is this corrupting the historical document or not? (Actually, I tricked a colleague into doing it for me.)
   __________________________________________________________________________

H. _______________ of an Athenian Citizen

1. Debate and _______________ in the Assembly (6,000 required)

2. Serve on the Council of 500 for one _______________ (chosen by lot)

3. Serve on a _______________ for one year (chosen by lot)
Greek Philosophy

I. The Old Order is Challenged
   A. ____________________ beliefs came under question.
   B. Some people began to question the power of the ____________________.

II. A Reasonable World
   A. The Greeks based their philosophy on two assumptions:
      1. The universe is governed by ____________________, which never change.
      2. People can understand natural laws through __________ and __________

III. The Sophists
   A. no public schools but _______________ Athenians could hire special tutors called Sophists.
   B. The Sophists were experts at the art of public ____________________.
   C. persuasive speech Equaled ____________________

IV. Socrates
   A. not a Sophist, he was the first philosopher.
   B. He took no money, and taught no _________________.
   C. He asked ____________________.
      “All I know is that I know ____________________.” - Socrates
   D. Socratic ____________________
      1. Socrates asked questions in order to know how to live a “_______________ life.”
      2. questions forced people to examine their ____________________, and conclude that they did not know as much as they thought.
   E. The Just Life
      1. Knowledge more important than ____________________.
         “The ____________________ life is not worth living” - Socrates
   F. The Trial and Death of Socrates
      1. He was convicted of ____________________ the youth of Athens AND of being atheist in 399 BC and sentenced to death.

V. Plato
   A. best student of Socrates.
   B. Socrates’ death convinced Plato that power should be kept for the ____________________.
   C. Plato’s Republic
      1. Plato’s most enduring book is The ____________________. 
2. Describes a just and ____________________ government.

D. The Noble Life
1. a just government is one in which everyone “knows their ____________________.”
2. three basic classes of people in a perfect state.
   a. Workers
      i. Workers at the ____________________.
      ii. They would be responsible for conducting business, crafts, and labor.
   b. Soldiers/Guardians
      i. The Middle would be the ____________________.
      ii. ____________________ the state, ____________________ the law.
   c. Philosopher Kings
      i. the top would be the philosopher kings
      ii. They would make laws and decisions for everyone else.

5 traits of a philosopher King?  1. _____________________________________
                              2.______________________________________
                              3. ___________________________________
                              4. ______________________________________
                              5. ___________________________________

E. Plato’s School
  1. school called The ____________________

VI. Aristotle
A. Student of Plato
B. Examined the nature of the world and of human belief, thought, and knowledge
C. Another School...the ____________________
   1. Goal: to train citizens who could apply reason in their ____________________ lives
   2. Method: study_________ branches of learning: politics, ethics, logic, biology, literature, etc.
D. Aristotle and Government
   1. Favored a “polity”- a constitutional government ruled by members of the ___________ class
   2. City-states allowed people to achieve the “good life”
E. Aristotle’s ____________________
   1. Aristotle wrote about the importance of RULE OF LAW
   2. What is rule of law?
      a. Everyone has to follow the same laws, even ____________________
The Roman Republic and Empire

I. The Geography of Italy
   A. Central location in the ____________________________
      1. Effect: Easier to manage an ____________________________
   B. Less rugged mountains than Greece
      1. Effect: Greater ____________________________ in Italy
   C. Broad, fertile ____________________________
      1. Effect: ____________________________ to support a large population

II. The Founding of Rome
   A. Myth: ____________________________ and Remus
   B. 800 B.C. – Ancestors of Romans migrated into Italy
   C. Settled in the 7 hills along the ____________________________ River
   D. Small villages eventually grew into the city of Rome

III. The Etruscans
   A. Lived ____________________________ of Rome
   B. Ruled over central Italy and Rome
   C. Each Etruscan state was controlled by an aristocracy and ____________________________
   D. Etruscan rule contributed to Roman ____________________________ of kings
   E. 509 B.C.: Romans drove out the ____________________________

IV. The Start of the Republic
   A. “Thing of the ____________________________”
   B. Goal: prevent any ____________________________ from gaining too much power
   C. Social division
      1. ____________________________: landholding upper class
      2. Plebeians: ____________________________ people
   D. Legal Code
      1. 450 B.C. – the Laws of the ____________________________ Tables
         a. Common people have access to laws
   E. Checks and ____________________________
      1. Definition: balance of power between multiple branches
         a. Executive = ____________________________ (2)
            a. Assembly (army)
         b. Legislative = Senate (300)
         c. Judicial – patrician ____________________________ for plebeians!
         d. Dictator?
      2. Foundation of ____________________________ Constitution
V. Accomplishments of the Republic
A. Continued conquests
   1. Etruscans
   2. Greek city states
   3. Carthage (The Punic Wars)
      A. Punic War 1
      B. Punic War 2
      C. Punic War 3
   4. Macedonia
   5. Parts of Asia Minor
   6. Egypt (ally)
B. 133 B.C. Rome reaches from Spain to Egypt
   1. Mediterranean = “mare nostrum” = ‘_____________________

VI. Effects of Conquest
A. Good
   1. Wars brought riches - emergence of wealthy landowners
B. Bad
   1. Use of ______________________ hurt small farmers
   2. Grain imports lowered grain prices
   3. Little ______________________ for citizen-soldiers
   4. Persecution of reformers – Tiberius and Gaius Gracchus

VII. JULIUS CAESAR
A. SUCCESSFUL ______________________
B. Loved by many Romans
   1. SOLDIERS
   2. COMMONERS
C. THREAT TO THE ______________________
D. CROSSING THE RUBICON
E. FORCED SENATE TO MAKE HIM ______________________
F. F. Assassination scheme
   1. Brutus
G. G. Caesar lured to senate
   1. Senators want to reestablish ______________________
   2. Jealous
   3. 60 band together
H. H. Rumored to be stabbed 23-33 times
I. Death to ___________________

VIII. Emperor Augustus Caesar
   A. ___________________: exalted one
   B. The Age of the Roman ___________________ began
   C. A wise ruler, Augustus ___________________ Rome
      1. Created civil service to enforce laws
      2. Gave jobs to men of ___________________
      3. Extended some self-government to outer lands

IX. Pax Romana
   A. The empire lasted for 200 years
   B. Empire spanned from Africa to Germany
   C. Goods and ideas flowed throughout the empire on extensive ___________________ systems

X. Changing Law
   1. Law of the Nations had to be created for citizens and ___________________
   2. The Civil Law applied to ___________________ alone
   3. Why did Emperors continually expand the empire

____________________________________________________________________________________

XI. Roman Law
   A. Development
      1. Laws of the Twelve Tables
      2. Civil law: only for ___________________
      3. Law of the nations: for citizens and foreign subjects
      4. ___________________ Code (527-565)
   B. Lasting principles
      1. Rule of law, innocent until proven ___________________, judges and lawyers

XII. Greco-Roman Culture
   A. Borrowed ___________________ art, literature, philosophy, science, and religion
   B. The combo is called “_________________ - Roman”
The Rise of Monotheism

JUDAISM

I. What Makes a Religion?
   A. we will say that religion is a belief system that...
      1. _______________________ the natural universe
      2. Creates a set of ___________________/values/ethics
      3. Is passed down through generations
      4. Makes use of the ___________________

II. Polytheism
   A. Mesopotamians first civilization to ___________________ down beliefs.
   B. Polytheistic = worshipped ___________________ gods.

   What polytheistic cultures have we studied so far?
   1. Ancient ___________________
   2. Ancient ___________________

III. Early Monotheism
   A. Hebrew people adopt monotheism, belief in a ___________ god (Yahweh), around 1300 B.C.
   B. Judaism
      c. Yahweh was ___________________ in their personal lives.
   D. The Covenant
      1. made a ___________________ with Yahweh (GOD).
      2. worship him = promised land, protection, and favor.

IV. Important Figures
   A. Abraham
      1. “Father of the Jews"
      2. 2000 B.C.- migrated with family from Ur (Mesopotamia) to Canaan (Israel/Palestine)
   B. Moses
      1. Israelites = 300 years as slaves in Egypt.
      2. Exodus: Moses led Israelites out of Egypt back to Canaan.
         a. “The ___________________ Land”
   C. David
      1. United Israelite tribes into a single nation
      2. 1000 B.C.- the kingdom of Israel exists in Canaan
   D. Solomon (David’s Son)
      1. Famous for his wisdom and negotiation
      2. Built the Jewish ___________________ in Jerusalem
V. Big Changes

922 B.C. – Israel splits in two
722 B.C. – A weak Israel falls to the Assyrians
586 B.C. – Babylonian armies capture Judah, destroy the temple and force Israelites into exile
Jews return to Judea under Persian rule
Romans (would lead to diaspora)

Diaspora – ______________, spreading out of people (In this case the Jewish people)

VI. The Torah

A. “Instructions”
B. ________________ of God’s teachings
C. first five books of the Hebrew Bible
D. Contains Jewish laws and ideas of ________________

VII. The Chosen Ones

A. God wanted Hebrews to lead moral, or Ethical, lives.
B. Yahweh gave Moses the Ten ________________
C. Religious Law
   1. Hebrew laws were based on older Mesopotamian laws, but introduced some important new ideas.
      a. Laws applied to ________________
      b. No vicarious punishment
      c. Property crimes were not punished by ________________

Christianity

I. Source

A. First four books of the Bible
   1. The ________________

II. Jesus of Nazareth

Early Years

A. Born: 4 B.C. in Bethlehem
   1. line of David
B. Context: Jews were waiting for a messiah
   1. ________________ sent by God to lead the Jews to freedom
C. worked as a carpenter

III. Jesus of Nazareth- Ministry
A. Around 25 A.D. Jesus began to preach a new kind of worship.
   1. importance of love, and forgiveness.
B. He chose 12 close ________________ called apostles
   1. Apostle = “a person sent forth”

IV. Jesus of Nazareth- Controversy
   A. teachings were rooted in Jewish tradition. also preached new beliefs.
   B. What upset Jewish officials
      1. “Son of God”
      2. Belief in him = ____________________ and eternal life

V. Jesus of Nazareth- Execution
   A. Threat to Rome.
   B. executed for ________________ by the Roman governor, Pontius Pilate.
   C. Gospels: Jesus rose from the dead

VI. Christianity Spreads
   A. The apostles and other disciples spread Jesus’ teachings.
   B. ________________: played the most influential role in the spread of Christianity
      1. Set up churches
      2. Wrote letters
   C. Christianity’s Appeal
      1. ethics generated broad interest
      2. Comfort in message of ____________________
      3. Incorporation of Greek philosophy
      4. Unity of ____________________ empire (roads, etc.)

VII. Roman Persecution
   A. The Romans continued persecution for ________________.
   B. Romans converted to Christianity in 313 A.D. under Emperor Constantine.
   C. Helped spread Christianity.

VIII. The Development of the Church
   A. The emergence of a hierarchical Christian church was gradual.
   B. Early church: all members considered ________________
      “There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female”
      1. Worth of the__________________
   C. The Powerful Church
      1. Christian ____________________: authorized to perform religious ceremonies (priests, pope, etc.)
      2. The church splits between east (Byzantine) and west (Roman Catholic)
3. The Catholic Church in Europe
   a. Absolute power in religious matters
   b. Significant control of European society
   c. Worldly institution

IX. Impact on the Modern World
   A. part of the __________________________ tradition
      1. incorporated much of Judaism: monotheism, Old Testament, Ten Commandments
   B. How is the Judeo-Christian tradition linked with the democratic tradition?
      1. Like Judaism, Christianity focuses on _______________ and _______________ PRINCIPLES
      2. These principles are the basis for ideals like _______________, FAIR TREATMENT, ________________, and HUMAN ________________