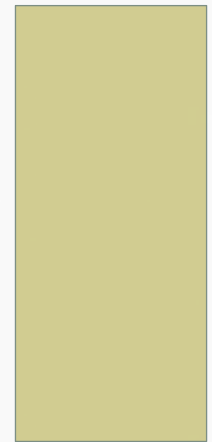


THE DEVELOPMENT OF DEMOCRACY

(10.1) STUDENTS RELATE THE MORAL AND ETHICAL PRINCIPLES IN ANCIENT GREEK AND ROMAN PHILOSOPHY, IN JUDAISM, AND IN CHRISTIANITY TO THE DEVELOPMENT OF WESTERN POLITICAL THOUGHT.



Warm Up

Why might *democracy* be so meaningful to people around the world? Why would people risk their lives to have democracy?

(Turn in your homework from Tuesday)

9/11 (2001)

Remembering 9/11

Defending *Democracy*



CNN Student News:

<http://www.cnn.com/2013/09/10/studentnews/sn-curriculum-wed/index.html>

Where did Democracy come from?

The earliest democracies were:

- **Ancient Greece**
(508 B.C.)
- **Ancient Rome**
(509 B.C.)



Ancient Greece – 300

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ALL AUDIENCES

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Ancient Greece

- Developed the idea of a **citizen**
 - a person who is guaranteed certain privileges as a member of a city, state or country
- **Direct democracy**
 - a government in which *citizens* rule and make laws directly without representatives
- 3 branches of government

Legislative Branch	Makes laws	Ex: <i>Congress</i>
Executive Branch	Carries out laws	Ex: <i>President</i>
Judicial Branch	Interprets and settles disputes about laws	Ex: <i>Supreme Court</i>

Ancient Rome

- Developed universal **written legal code**
 - *The Twelve Tables* (document of the laws)
- **Republic (Representative Democracy)**
 - a government in which citizens elect government officials to represent them and make decisions for them.
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Ancient Rome

Twelve Tables and our Bill of Rights



The Bill of Rights

Ratified December 15, 1791

Article I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Article IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself, nor be

deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defence.

Article VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Article VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Article IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

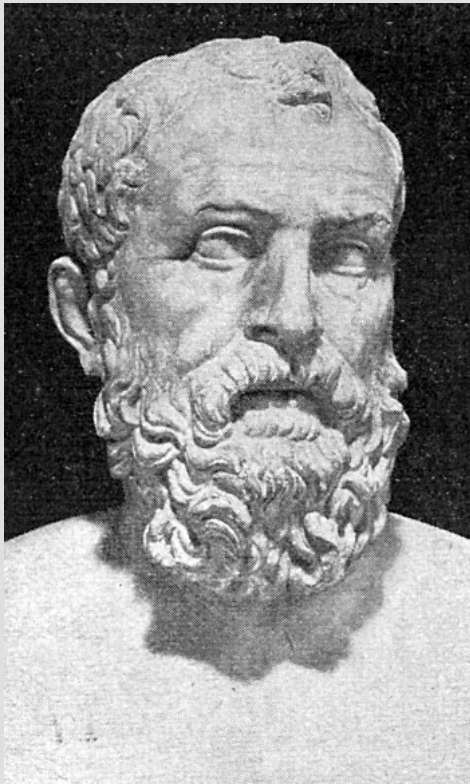
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The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

*A reminder to be ever vigilant in the protection of these rights
Presented in loving memory of Corliss Lamont 1902-1995*

Ancient Greece – Founders of Democracy

Solon (600 B.C.) – reforms democracy



1. Implemented **reforms** and rewrote their constitution.

- citizens could press charges
- introduced trial by jury

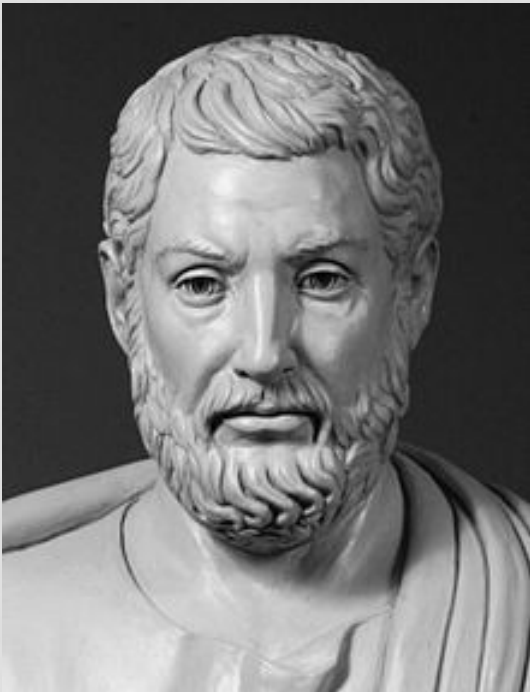
2. Allowed people to **elect officials**.

3. **Outlawed slavery**

He helped formalize the first elements of democracy

Ancient Greece – Founders of Democracy

Cleisthenes (508 B.C.)
– furthered the reforms



1. Gained power by **appealing to the poor** to get them on his side.
2. More **reforms**.
 - citizenship, land, voting rights
 - citizens can propose laws
 - reorganized the court system

He is known as the Father of Democracy

Ancient Greece – Founders of Democracy

Pericles (461-429 B.C.)
– strengthens democracy

1. Athens was attacked for 11 years by the Persians. He held **debates** on how to defeat Persia and won.

2. Even more **reforms**.
- encouraged public debates
- large participation in government = *direct democracy*

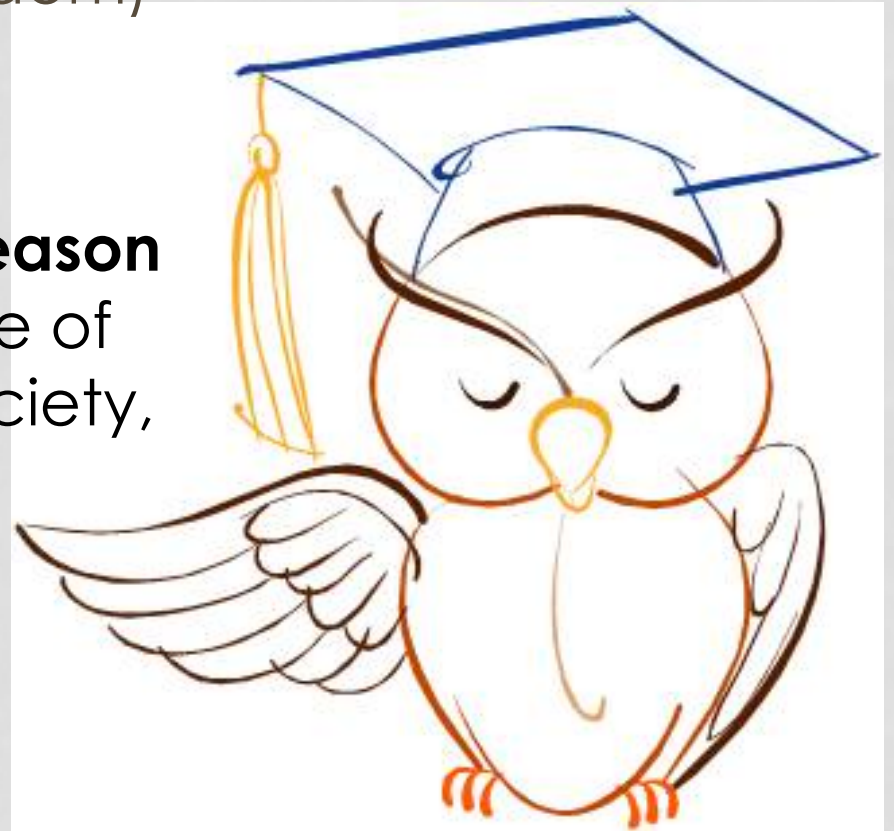
1 voice = 1 vote



Ancient Greece – Greek Philosophers

Philos (love) – *sophos* (wisdom)

- Philosophers (lovers of wisdom) used **logic & reason** to investigate the nature of the universe, human society, and morality.



Ancient Greece – Greek Philosophers

3 Greek philosophers:

- **Socrates** – believed in learning through questioning and examining most closely held beliefs
 - “Why do we believe that?”
- **Plato** – believed the wise should govern, not the rich and powerful
 - “Perfectly governed society”
- **Aristotle** – believed people must obey the laws

**Note: Socrates taught Plato, and Plato taught Aristotle*

Ancient Greece – Greek Philosophers



“Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils, no, nor the human race.”

Plato, *The Republic*

Ancient Greece – Greek Philosophers



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Plato, *The Republic*

What does Plato believe needs to happen to bring peace and harmony to the cities and the human race?

Ancient Greece – Greek Philosophers

“For man, when perfected, is the best of animals, but, when separated from law and justice, he is the worst of all; since armed injustice is more dangerous.”

Aristotle, *Politics*



Ancient Greece – Greek Philosophers

“For man, when perfected, is the best of animals, but, when separated from law and justice, he is the worst of all; since armed injustice is more dangerous.”

Aristotle, *Politics*

According to Aristotle, what must all men follow in order to be “perfected?”



Warm Up

Explain the 3 branches of government developed in the Roman Republic and still used in our government today. Why might we need these 3 branches of government?

*(Turn in your homework into the “turn-in” tray)
(Pick up your previous homework from the
“pick up” tray)*

Ancient Rome

Rome established a new form of government:

- **Republic (Representative Democracy)**
 - citizens elect leaders to run their government



- Leaders voted for **laws**.
The ancient Romans' most lasting contribution has been in the area of law.
- Citizens gained power by fighting for **equal treatment** under the law

Ancient Rome

Important principles of Roman law:

- Laws to protect citizens/property
- Right to equal treatment under the law to all citizens.
- Innocent until proven guilty
- Unreasonable, unfair laws are set aside

Ancient Rome

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Ancient Rome – 3 branches of gov.

- Each branch controls something different
- No person can take over completely
 - **Separation of powers** - **Checks & Balances**
- 3 branches of government
 1. Consuls (Executive branch)
 2. Magistrates and Senate (Legislative branch)
 3. Tribunes (Judicial branch)

Ancient Rome – 3 branches of gov.

1. Executive Branch: **Consuls**

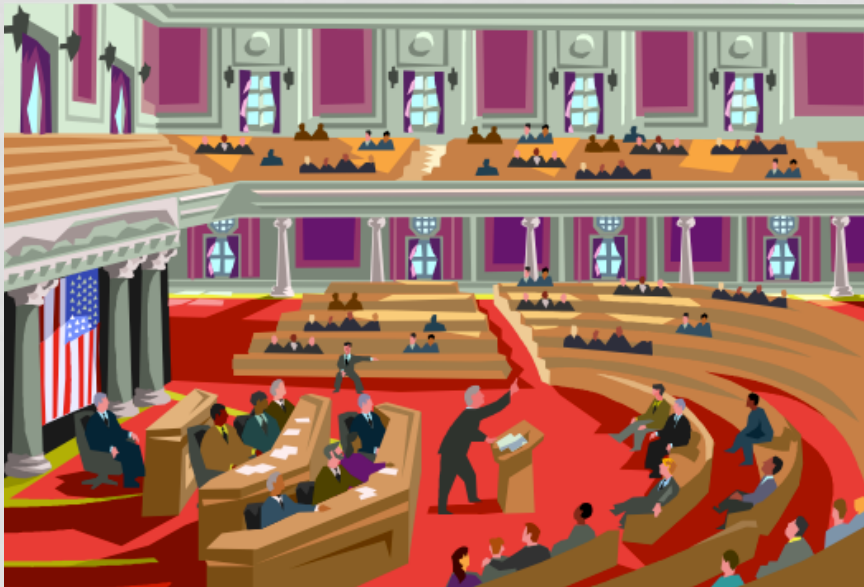
- 2 consuls - in charge of army and directed government
- Like Presidents
- One year term



Ancient Rome – 3 branches of gov.

2. Legislative Branch: **Magistrates and Senate**

- The Magistrates took care of finances (\$).
- Magistrates retire to the Senate



- The Senate advises the Consuls

Ancient Rome – 3 branches of gov.

2. Judicial Branch: **Tribunes**

- Judges and juries also had a say in the government
- Decided who did and did not break the law



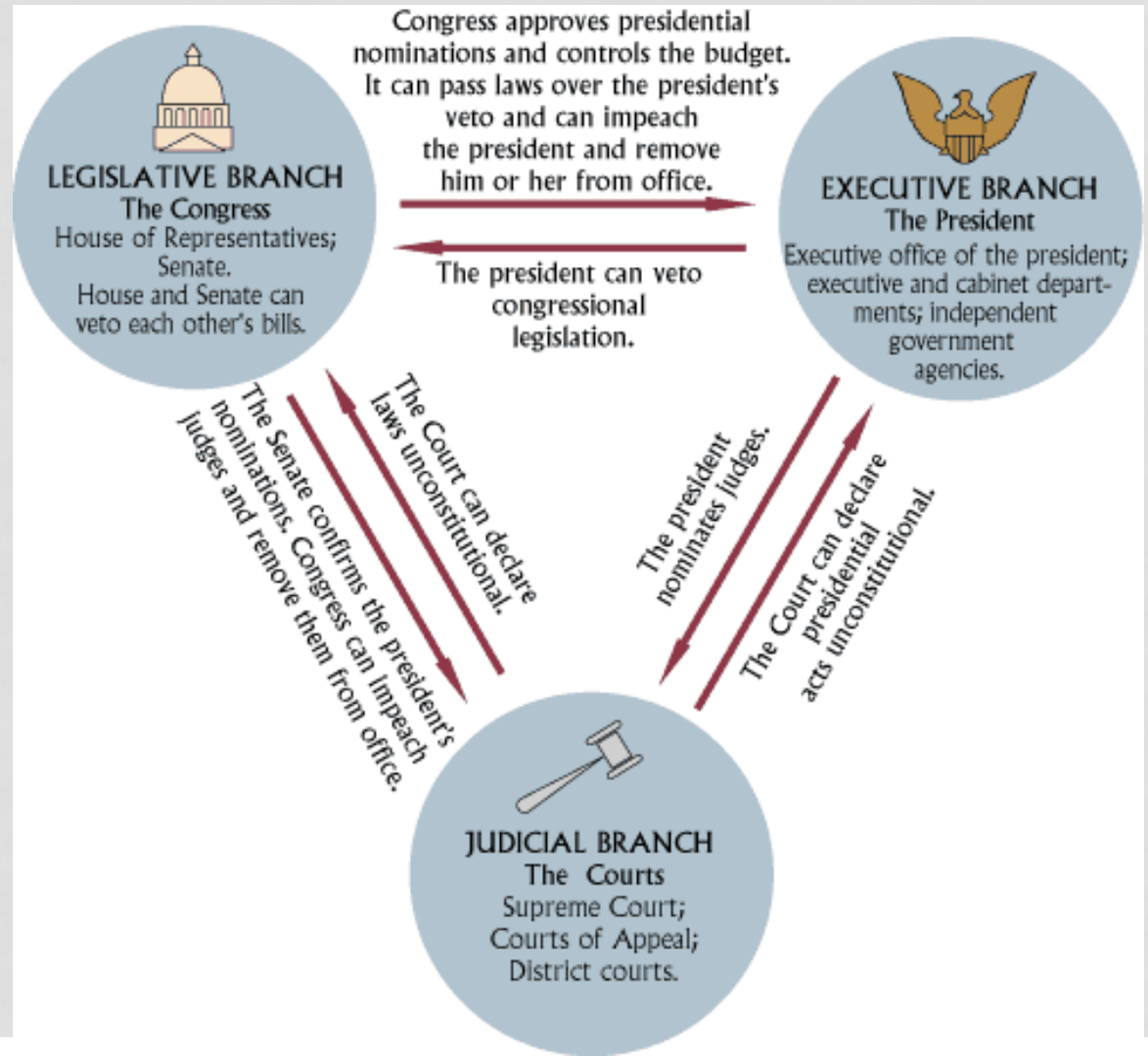
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Ancient Rome – 3 branches of gov.

- Checks and Balances
- Separation of Powers



JUDEO-CHRISTIANITY (p. 12 – 15)

Symbols of **Christianity**, **Islam**, & **Judaism**:



The cross is the central symbol of Christianity. Christians believe that Jesus died on the cross and three days later rose from the dead. The cross is a symbol of victory over death, promising eternal life.



The crescent moon is a commonly used symbol of Islam. Muslims believe that when Muhammad received his first revelation, the moon was in its last stage, appearing as a waning crescent.



The Mogen David, or Star of David, is the central symbol of Judaism. The star is the sign of the house of David, the family that produced the kings of biblical Israel.

JUDEO-CHRISTIANITY

Ten Commandments (Exodus 20:1–17)

1. I am the Lord your God. You shall have no other gods before me.
2. You shall not make for yourself any idols.
3. You shall not use the Lord's name in vain.
4. You shall keep the Sabbath day holy.
5. Honor your father and mother.
6. You shall not commit murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not give false evidence against your neighbor.
10. You shall not covet.

Any similarities to Roman law or our own constitution?



JUDEO-CHRISTIANITY (p. 12 – 15)

How might these monotheistic religious views have helped shape Democracy?

(mono = one, theo = God)

- 1) Individual worth
 - *Every person is born with **worth and dignity** because they were created by God*
- 2) Ethical values
 - *Every person has the **ability to choose** between doing good and doing wrong; all people are **equal** before God*
- 3) The need to fight injustice
 - *Every person has the **responsibility to oppose injustice and oppression**; the community should assist the unfortunate*