

History 388 – The Peloponnesian War



George Mason University

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T/TR 1:30-2:45 – Robinson B 203

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Office Hours – T/TR 3:00-4:00 &
by appointment

Course Description & Goals

Classical Greece is, in some ways, a paradox. Its history is one that consists of both profound intellectual and artistic achievement as well as the unmitigated catastrophe of an all-out war from which no Greek state could abstain. This course will examine the history of struggle between oligarchic Sparta and democratic Athens from the end of the Persian Wars (ca. 479 BC) to the end of the Peloponnesian war (ca. 404 BC). The primary objective of this course is not merely to trace the patterns of life that emerged during this period, but also to arrive at a sense of how those that lived through this conflict thought about the events themselves. The lectures will provide the basic historical framework upon which we will build a picture of how the Greeks (particularly the Athenians) looked to this experience as a means of establishing, negotiating, and contesting their own sense of cultural and political identity. We shall also explore how the terrible events of this war shaped the development of Greek warfare and how it intensified the ideological differences that already existed between Athens and Sparta. We will also gain some familiarity with the variety of sources – both material and literary – from which historians construct interpretations of the past. More importantly, we will learn how to evaluate, analyze, and interpret those historical sources. There are no prerequisites for this course, although an interest in ancient Greek history, healthy curiosity, and a willingness to think carefully about this society and its culture would be a great advantage. Regular attendance, participation in classroom discussion and a commitment to complete each reading assignment, paper assignment, and the exams is essential.

Course Objectives

This course is intended to meet the following objectives:

- Provide an opportunity for in-depth study of Classical Greek History
- Develop and practice historical methodology and historiography
- Develop and enhance skills of active participation, clear and concise argumentation, critical analysis, and problem solving
- Introduce historical research techniques
- Enhance writing and analytical skills
- Promote an appreciation for the importance of understanding how the interpretation of the past contributes to a better understanding of the present and the future.

Required Texts

Thucydides, *The Landmark Thucydides*, (Robert Strassler, ed.) – ISBN: 978-0684827902

Aristophanes, *Lysistrata and Other Plays* (Alan Sommerstein, trans.) – ISBN: 978-0140448146

Plutarch, *The Rise and Fall of Athens*, (Ian Scott-Kilvert, trans.) – ISBN: 978-0140441024

Xenophon, *A History of My Times*, (George Cawkwell, ed.) – ISBN: 978-0140441758

Sophocles, *The Three Theban Plays*, (Robert Fagles, trans.) – ISBN 978-0140444254

Optional Text (strongly recommended for those who have not taken any ancient Greek history courses):
P.J. Rhodes, *A History of the Classical Greek World* – ISBN – 978-1405192866

All of these texts are available for purchase in the GMU Bookstore, or via any other online bookseller.

Course Requirements & Policies

Attendance and Participation = 15%

- Regular attendance is vital to your success in this class. Bear in mind that perfect attendance will not guarantee a perfect grade. Rather, in order to obtain a good attendance and participation grade, you must also demonstrate an understanding of the concepts presented in the readings and lectures by answering knowledgeably the questions posed by me in class or by asking thoughtful questions of your own. I will be carefully evaluating your participation throughout the semester.
- I usually do not call on students who are not volunteering, so you will have to take responsibility for contributing to the class discussions yourself.
- Please bring assigned readings with you to class every time we meet. We will often look at documents together and discuss them.
- If you must miss a class for an unavoidable reason, you are responsible for making up all material covered. At a minimum, you should obtain good notes from a classmate, but you also should come to see me in my office hours.
- Please be seated and ready for lecture or class discussion by the start of class, and do not expect or prepare to leave before the full class time has expired. If for some unavoidable reason you must arrive late or depart early, please let me know in advance.
- During class, you must turn off or silence all cell phones and other electronic devices.
- Taking notes on a laptop computer or other devices is permitted, but you must sit in the back row of the classroom so as not to distract other students.
- Video and/or audio recording of class is prohibited without my prior permission.

Response Papers = 50%

- Throughout the semester, according to the course schedule below, you will write TEN short essays (1-2 pages, single-spaced each) that respond to the readings. See below for more information on these papers.

Midterm Exam = 10%

The midterm exam will help me to assess your mastery of the knowledge of the material presented in class and in the readings. The exam will consist of a series of short essays. I will distribute study guides prior to the exam, and we will discuss the format in more depth in class.

Final Exam = 25%

The final exam will have the same format as the midterm, but will be longer and will cover material from the entire course, so it is cumulative. I will distribute a study guide prior to the exam and we will discuss it in class.

Policies on Grading, Extensions, & Late Assignments

- You must complete all of the paper and take both exams in order to pass the course. Failing to complete any one of these assignments means you will automatically fail the course, irrespective of your grades on the other assignments.
- Completed, printed papers or assignments should be handed to me at the beginning of class on the due date. **I do not accept papers sent electronically (via email attachment or fax) without my prior permission.**
- Papers placed in my mailbox or slipped under my office door will be considered late.
- Papers turned in late will receive a penalty of 5 points (out of 100) per calendar day late, and may be graded and returned later than on-time papers.
- Late penalties are calculated according to when *I receive the paper*, so this means, for example, if you slip a paper in my mailbox on Tuesday and I happen not to check my mail until Friday, the late penalty will be calculated as if you turned it in on Friday (i.e. -15%).
- Unless approved by me in advance, there will be no make-up exams or extensions of due dates for any of the assignments
- **In the event of a true emergency, we can work things out, but you have to come see me or call.**
- Plagiarism and Cheating - It should be understood that I will not tolerate cheating or plagiarism of any kind in this course. George Mason University maintains high academic standards regarding the submission of original work, thus any instances of academic dishonesty (such as using un-cited materials, or copying information from web-sites) will be met with severe sanction.

Office Hours

I will hold regular office hours each week on Tuesdays and Thursdays 3:00-4:00 and I may also be available by appointment. Generally, I will only be available to meet outside of class on Tuesdays and Thursdays as well. I strongly encourage you to come see me during the semester. I care deeply about helping you to succeed in this course, so please let me know if I can do anything to assist you. So too, if you have any complaints, concerns, or comments about the course, or feel that you might have been treated unfairly, please come to talk to me about it.

Email (mquinn3@gmu.edu) is by far the easiest and most reliable way to contact me. I check it at least once a day and will respond as soon as possible. Please treat every email you send to me as a formal letter. Start with a proper salutation ("Dear Dr. Quinn" or "Hi Dr. Quinn" is fine) and clearly identify yourself in closing. Please be sure to acknowledge any email you receive from me.

Special Needs

If you have a documented learning or other disability, you are entitled by law to appropriate and reasonable accommodation. I am happy to make suitable arrangements, but it is your responsibility, if you wish, to coordinate with the Office of Disability Services. For information, please see: <http://ods.gmu.edu/>.

I reserve the right to make changes to this syllabus at any point in the quarter.

Course Schedule

Note: Additional documents may be added to the schedule. Readings will be discussed in class on the days they are assigned, so be sure to bring the text(s) for that day. This schedule is subject to change, especially in the event of class cancellation due to weather..

Abbreviations for the Readings:

T = Landmark Thucydides, A = Aristophanes, P = Plutarch, X = Xenophon, S = Sophocles, R= Rhodes (Optional)

Date	Topic	Reading Assignments
Tuesday 8/30	Course Introduction	None
Thursday 9/1	Greek Warfare: Hoplites & Triremes	T: Appendices A-K R: 1-13; 209-223
Tuesday 9/6	Athenian Democracy & Spartan Oligarchy	P: <u>Aristides</u> (109-139) R: 14-76
Thursday 9/8	Thucydides the Historian & the Causes of the War Paper #1 Due in Class	T: 1.1-1.88 (3-49) R: 87-95
Tuesday 9/13	The Outbreak of War: Thebes & Plataea	T: 1.89-2.54 R: 96-106
Thursday 9/15	Class Discussion: Pericles Paper #2 Due in Class	T: 2.54-2.103 P: <u>Pericles</u> (165-206)
Tuesday 9/20	Rebellion & Revenge: Mytilene & Plataea	T: 3.1-3.68 R: 107-121
Thursday 9/22	Class Discussion: Aristophanes' <u>The Acharnians</u> Paper #3 Due in Class	A: <u>The Acharnians</u>
Tuesday 9/27	The Revolution in Corcyra	T: 3.39-3.118 & 4.46-4.48
Thursday 9/29	Pylos & the Battle of Delium Paper #4 Due in Class	T: 4.1-4.45; 4.49-4.101 R: 122-130

Tuesday 10/4	Class Discussion: Sophocles' <u>Antigone</u>	S: <u>Antigone</u>
Thursday 10/6	Brasidas, Amphipolis, & The Peace of Nicias Paper #5 Due in Class	T: 4.102-5.48
Tuesday 10/11	Columbus Day - No Class	
Thursday 10/13	Midterm Exam	Please Bring an Exam Booklet
Tuesday 10/18	Justice & Power: The Melian Dialogue	T: 5.49-5.116 R: 131-148
Thursday 10/20	Class Discussion: Aristophanes' <u>The Clouds</u> Paper #6 Due in Class	A: <u>The Clouds</u>
Tuesday 10/25	The Sicilian Expedition Debate	T: 6.1-6.62
Thursday 10/27	Class Discussion: Plutarch's <u>Life of Alcibiades</u> Paper #7 Due in Class	P: <u>Alcibiades</u>
Tuesday 11/1	The Athenian Siege of Syracuse	T: 6.63-6.105
Thursday 11/3	The Besiegers Are Besieged	T: 7.1-7.87
Tuesday 11/8	Class Discussion: Plutarch's <u>Life of Nicias</u> Paper #8 Due in Class	P: <u>Nicias</u>
Thursday 11/10	After the Disaster: Recrimination, Recovery, and the Specter of Persia	T: 8.1-8.53 R: 149-162
Tuesday 11/15	Class Discussion: Aristophanes' <u>Lysistrata</u>	A: <u>Lysistrata</u>
Thursday 11/17	The Oligarchic Coup of 411 Paper #9 Due in Class	T: 8.84-8.109 R: 168-182
Tuesday 11/22	Lysander & The War in the Aegean	X: 1.1.1-1.7.35 P: <u>Lysander</u>
Thursday 11/24	Thanksgiving - No Class	
Tuesday 11/29	The Surrender of Athens Paper #10 Due in Class	X: 2.1.1- 2.2.21
Thursday 12/1	Class Discussion: Sophocles' <u>Oedipus at Colonus</u>	S: <u>Oedipus at Colonus</u>
Tuesday 12/6	Reckoning: The Aftermath of the Peloponnesian War	X: 2.3.1-2.4.41; T: Epilogue R: 183-199
Thursday 12/8	Exam Review & Catch up	
Tuesday 12/13	Final Exam – 1:30-4:15	Please Bring an Exam Booklet

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Paper Assignments

Assignment

You will have noticed that almost all of the reading for this course is in primary sources (Thucydides, Aristophanes, Plutarch, Sophocles, and Xenophon). Since one of our goals for this course is to arrive at some understanding of what the experience of this generation-long struggle might have been like, the response papers are designed to allow you to interpret the sources creatively (and they will help to ensure that you are keeping up with the reading). For each paper, having read the material for the week, your assignment is to write a one to two (1-2) page essay (**single-spaced, 12-point Times New Roman font**) in which you respond to the comments and questions posed below. You should draw on all of the readings (including those from past weeks), lectures, and class-discussions in formulating your responses. You should also provide parenthetical references to the primary sources for any evidence you use. The papers will be due in class on as noted in the course schedule. **Late papers will be assessed a Draconian penalty of .5 per calendar day late, including weekends and holidays.** Please note that collectively, these writing assignments constitute 50% of your grade for the course (5% each), so you should take some care in their composition. Please remember: **YOU MUST COMPLETE ALL OF THE WRITTEN ASSIGNMENTS AND TAKE ALL OF THE EXAMS IN ORDER TO PASS THE COURSE.** I will be taking note of how thoughtfully you are engaging the material, and like any formal writing, you should take time to proofread, re-draft, and cite your evidence. Above all, these assignments are meant for you to think creatively about how we can use the extant sources to reconstruct what living through these events might have been like. Have fun with them!

Guidelines

Be comforted by the fact that there is no "right" answer to any of the questions. The point of these exercises is to make the best use of the evidence that you can in constructing a plausible portrait of Athenian life in the fifth century BC. Pay attention to the details of the texts. You will be evaluated on how much your essay reflects your knowledge of the primary source material.

You should provide parenthetical references for any evidence you use from the sources - whether you are quoting directly, paraphrasing, or simply pointing to a feature of the source. You should cite the material by book and chapter rather than page number. Failure to provide such notes, whether intentionally or out of ignorance, constitutes a form of plagiarism. A general rule of thumb is that if you are in doubt about whether or not to provide a citation, then err on the side of caution and put in the note! It is not necessary to cite lecture material. If you are still unsure as to how (or when) you need to provide proper citations, then please come to see me during my office hours.

Paper Formats

Your paper should be no more than one to two (1-2) typed pages in length, single-spaced, one-inch margins on all sides, and in a 12 point Times New Roman font. **DO NOT EXCEED TWO PAGES.** Please remember to number each page and staple them together in the upper left corner. No separate title pages are necessary, nor should you put your papers in any kind of binders or folders. Please be sure to include your name in the header of the first page.

Paper # 1 – Athenian Democracy

Drawing on what you have heard in class, what you have read in the Appendices to *The Landmark Thucydides*, or read in the optional Rhodes text, imagine that you are a wealthy Athenian citizen who has survived the Persian Wars (i.e. 479 BC) and is witnessing the stunning growth of Athenian power and prestige in the aftermath of the war (let us say that it is now about 460 BC). Your paper should take the form a short letter to a non-Athenian friend, to whom you are describing the essential attributes and qualities of Athenian Democracy. You can choose, if you like, to be either supportive or hostile to the Athenian Democracy (for example, you could advocate for an oligarchic government instead, pointing out what you see as the deep flaws of Athenian democracy). In either case, you should write your essay so that it is clear what your socio/economic status is and whether or not this status influences your judgment about the efficacy of democracy. Above all, think carefully about how an Athenian might feel about their democratic government – and remember that you are explaining it to someone who does not understand it at all – so be sure that your description of this form of government and your judgments about it are as thorough as possible.

Paper # 2 – Pericles & the Causes of the War

We have read all about Athens in the period after the Persian Wars and the tensions between Athens and Sparta that arose in the fifty years following the Persian Wars. Thucydides is clearly a fan of Pericles, who he says guided

Athens towards an *inevitable* conflict with Sparta with the deftness and aplomb of a master statesman. You will notice that at the end of Book One (1.140 – 1.146) Thucydides records a speech of Pericles outlining his case for war with Sparta. Curiously, there is no hint in the narrative that anyone spoke up to voice an opinion contrary to that of Pericles. For this paper, I want you to imagine that you are an Athenian farmer from one of the outlying *demes* (villages) of Attica called Acharnae (see the map on page 578 of *The Landmark Thucydides*) and you have come to the Assembly. Write a short speech to the Assembly in which you attempt to refute Pericles' argument for war. Remember, you may use the information from Plutarch's biography of Pericles, as well as from Thucydides, to attack his case (or Pericles himself). Think carefully about what kinds of issues a farmer from this area of Attica might have with Pericles' strategy for the upcoming war. What kinds of arguments might work best on the citizens in the Assembly? Will you make an emotional appeal? If so, what kinds of values will summon to support your argument? Will you try to convince your fellow citizens with an amazing display of logic? If so, you will probably want to devote some effort to pointing out flaws in Pericles' argument. Finally, consider the role of "justice". Could a war with Sparta be an "unjust" war?

Paper # 3 – The Siege of Plataea & The Plague at Athens

Thucydides narrative of the first year of the war (Book Two) is dominated by the Funeral Oration of Pericles, which is so powerful that it often obscures the narrative of the other significant events. These events include the Theban sneak attack on the city of Plataea (431 BC), the subsequent Peloponnesian siege of the city in 429 BC (Thuc. 2.1 – 2.6; 2.70 – 2.78), and the outbreak of a terrible plague that devastated Athens during the first Spartan invasion of Attica in 431 BC (2.47 – 2.54). For this paper, imagine that you are a Plataean (man, woman, or child) and discuss your experience during the Theban attack of 431 BC and/or the opening phases of the Peloponnesian siege-assault in 429 BC. Your essay might take the form of a letter to a relative at Athens. Be sure to use specific evidence from Thucydides to support your description of what happened and what it means. You should think carefully about the nature of the events and you should certainly either defend (or deplore) what happened. What are the implications of the fact that an oligarchic faction of fellow citizens in Plataea betrayed the city to the Thebans? Why did the Plataeans brazenly execute those Theban prisoners? Why, in 429, did the Plataeans defy the Spartan ultimatum to surrender, despite the apparent certainty of annihilation? In other words, your letter should not simply re-tell the events, rather it should consider the motivations of those involved, and explain the implications of those events.

Paper #4 – The Revolution in Corcyra

The civil war that erupts in the polis of Corcyra is one of the most famous parts of Thucydides' history (3.69-3.118 & 4.46-4.48). These sections contain what some scholars call "persuasion narratives" – in which the action is traced through the attempts of one party in the civil war to persuade another party to adopt a certain course of action. The technique is deliberately ironic: no persuasion is actually possible, for civil political discourse has entirely evaporated and the matter has devolved into bloody civil war (*stasis*, in Greek) – just as neither the Athenians nor the Spartans could use persuasion to avoid the commencement of hostilities in 431 BC. More than a mere description of what happens at Corcyra, Thucydides tears away his mask of objectivity and openly condemns all parties for what had happened. Initially, the narrative of events is swift and summary, but then details begin to emerge that call our attention to its underlying significance to the war as a whole - political division is intensified by the war and leads to moral bankruptcy. For your paper, I want you to write a short dialogue between two Athenian citizens, one a poorer advocate of democracy, and the other a richer proponent of oligarchy, who argue about whether or not moral conventions (things like promises, oaths, obligations, honor, patriotism, mercy, etc) should constrain Athenian policy in the war. In other words, does the end (i.e. victory in the war) justify any behavior, or would that undermine any notion that Athens was waging a "just war"? Think carefully about how each kind of citizen might construct his argument and illustrate it with specific examples drawn from the events of the war thus far.

Paper #5 – The Peace of Nicias

One of the most interesting aspects of Book 5 is the so-called Second Preface of Thucydides (5.26). Some scholars have suggested that Thucydides originally wrote a history of the first ten years of the war, and only later decided to revise and expand his analysis when open hostilities between Athens and Sparta were renewed six years later. Yet, Thucydides is quite clear in the previous section (5.25) that the so-called Peace of Nicias did nothing to resolve the issues between the combatants, nor did it really constitute peace, since both sides continued to attack one another's interests indirectly. Thucydides quotes the text of two treaties between Athens and Sparta (5.18-19; 5.23-24), but provides no commentary on any of the specific provisions, nor does he tell us about the debate that these treaties must have produced in the Athenian assembly. For your paper, imagine that you are an Athenian citizen (maybe an adherent of the now-dead Cleon) attending the assembly meeting where the first treaty (5.18-19) was ratified. Write a short speech to the Athenian assembly in which you outline why these terms should NOT be endorsed (you will lose the vote, of course, but some must have opposed making peace). Be specific about what terms of the treaty you think are foolish, dangerous, or unwarranted.

Paper #6 –The Melian Dialogue

By the beginning of Book Five it is clear that Justice and Power are becoming the dominant themes in Thucydides' narrative, but no-where are they more forcefully expressed than in the Melian Dialogue (5.84 – 5.116) and in the debate concerning the proposed expedition to Sicily (6.1 – 6.26). Taken together, these two episodes reveal what many see as the great weakness of Athenian Democracy: namely, that debate concerning such policies took place with astounding rapidity and were, perhaps, prone to the manipulation of apparently unscrupulous demagogues (this is, of course, how Thucydides and Aristophanes appear to see it). Interestingly, Thucydides does not record any debate concerning the fate of Melos but simply begins his narrative with the dialogue between the Athenian envoys and the Melians. Your assignment is to write a fictitious Athenian Assembly speech in which you advocate for or against the destruction of Melos if they should choose to resist. In either case, you will want to use the Melian Dialogue as a basis for your position. You might also want to refer back to the rhetoric of the Mytilenian debate.

Paper #7 – Alcibiades & the Sicilian Expedition

The recall of Alcibiades from the Sicilian expedition to stand trial for the mutilation of the Hermae was a pivotal moment in Athenian history for it reflects a profound fear in Athens that a powerful, hugely popular, and eccentric figure like Alcibiades represented a real threat to the Democracy. Alcibiades wisely chose to avoid standing trial in person (which Thucydides says would have been "rigged" against him by his political enemies) and instead he went into exile, with what would, in the end, produce disastrous results for the Athenians. Meanwhile in Athens, Alcibiades was condemned *in absentia*, his self-imposed exile functioning as a virtual admission of guilt. For this assignment, imagine that you are part of the Assembly meeting that voted to condemn Alcibiades. Write a speech that argues either for or against his conviction. Be sure to draw on Thucydides' narrative and Plutarch's biography of Alcibiades for specific information in constructing your argument. Remember too, it is perfectly reasonable to attack or defend Alcibiades character.

Paper # 8 – The Athenian Catastrophe at Syracuse

Few parts of Thucydides' narrative of the war are as moving and as graphic as the story of the destruction of the Athenian expedition at Syracuse. The magnitude of the catastrophe is difficult for the Athenians to grasp. It is scarcely surprising that many Athenians initially refused to believe the story that was told by those few eyewitnesses that had escaped and returned to Athens (8.1). As we have seen, one of Thucydides' primary themes has been that war and its attending violence lead to shameful excesses on both societal and individual levels, excesses that seem to intensify as war drags on. It should be noted that by 413 BC, Athens and Sparta had been at war for nearly twenty years – an entire generation. A significant percentage of the citizen body of Athens would have been born just before or immediately after the start of the war in 431 BC, and thus they would have lived their entire lives feeling the effects of the shameful excess of war. Perhaps, then, it is not so odd that in the aftermath of the disaster Thucydides makes no mention that the Athenians seriously contemplated seeking peace with Sparta. On the contrary, in Thucydides' narrative their energies swiftly transformed from grief into determination to resist the Spartans at all costs. For this week I would like you to imagine a young Athenian hoplite who has managed to escape the wretched quarries at Syracuse and make his way home to Athens by 412 BC. Write a short dialogue between this young hoplite and an older Athenian citizen in which they debate whether or not Athens should seek immediate peace with Sparta. You will want to consider the age and experience of each disputant, as well as the kind of conditions any peace with Sparta would likely entail. At a minimum, for example, Athens would probably lose control of her empire and she might even be compelled to overthrow the democracy and install an oligarchic government. This very carefully about the kinds of thoughts and feelings the conditions of 413 BC would produce in different kinds of Athenian citizens.

Paper # 9 – The Home Front - Aristophanes' *Lysistrata*

Aristophanes' *Lysistrata* was performed at the beginning of 411 BC, a year that would see the temporary downfall of the Democracy at Athens and the specter of civil war appear in the city itself. It was a time that saw Athens in the midst of its worst crisis since the sack of the city by the Persians in 480 BC. Aristophanes was, throughout his career, an unabashed critic of the conduct of the war and, in some ways, of the radical elements of the Democracy that had led Athens into disaster in Sicily. However, he was not, as we might be tempted to think, a pacifist, for he did not advocate peace at any cost. *Lysistrata*, while wildly funny and absurd, has an air of seriousness that penetrates even the raunchiest moments of crass humor – it is not so much a plea for peace (as we read in *The Acharnians*) as it is an exploration of the fact that peace *might not be possible at all*. For this week's assignment I want you to explore the function of Aristophanes' comedy as a critique of Athenian politics and policy. Write a short dialogue between two Athenian citizens who argue about whether or not Aristophanes' *Lysistrata* constitutes a form of treason or sedition. Does his lampooning of the conduct of the war, the institutions of Democracy, and its most prominent politicians constitute a threat or does it strengthen Athens? Does the ongoing war complicate this judgment? Do not forget that his comedy was performed in public and many of those specific individuals who are

satirized in the play would have been seated in the audience. It is worth noting as well that all of the actors in the play would have worn masks, many of which would have been caricatures of prominent citizens whose policies (or personality!) are being mocked.

Paper #10 – The Oligarchic Coup of 411

The political events of 411 at Athens and amongst the army at Samos are confusing and confounding to any reader, in part because Thucydides' apparent ambivalence regarding the revolution. This final paper will be a bit different in that you will not adopt a persona. Instead, I want you to write a short essay in which you try to analyze Thucydides' judgments about the revolution. You might begin by asking yourself some questions about Thucydides' attitude: Is he for or against the institution of an oligarchy? What does he think of the oligarchic leaders? What are the strengths and weaknesses of the new government? Why does the revolution ultimately fail? Remember to cite specific evidence from the text to support your hypotheses.