

UMBC UGC New Course Request: ANCS 305 Topics in Ancient Studies: Warfare in the Ancient World

Date Submitted:

Proposed Effective Date:

	Name	Email	Phone	Dept
Dept Chair or	David Rosenbloom	drose@umbc.edu	410-455-2723	ANCS
Other Contact	Molly Jones-Lewis	mjl@umbc.edu	410-455-2970	ANCS

COURSE INFORMATION:

Course Number(s)	ANCS 305
Formal Title	Warfare in the Ancient World
Transcript Title (≤30c)	Warfare in the Ancient World
Recommended Course Preparation	ANCS 201 The Ancient Greeks, ANCS 202 The Roman World
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	None
Credits	3.00
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3.00 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

History of the strategies, equipment, and culture of war and warfare in the ancient Mediterranean Basin, focusing on the ancient Greeks and Romans, but also covering Near Eastern, Egyptian, Carthaginian, Celtic, and Germanic armies and tactics. We will explore these topics through a combination of lecture, discussion, reading, and experimental methodology, including two exercises in field tactics using model weaponry.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

The culture of combat and warfare is central to understanding the ancient world, and essential to the study of ancient civilizations. This upper-level course allows students to develop an understanding of this key feature of the ancient world as part of their ongoing program of study in ancient history and literature or as an upper-level course with GEP specifications in Humanities and/or Culture. The body of specific literature on military tactics, material, discipline, and culture is vast and specific, unlikely to be covered at length in general survey courses, but vital to understanding the violent and competitive world of antiquity. Creating this new course also allows students to use the material culture and literature of the ancient Mediterranean basin to challenge and complicate the traditional ways that the "Western way of war" has been constructed and promoted in popular history. There is currently no similar course offered at UMBC, and the demand is high, as demonstrated by enrollments in Fall 2014, when it was offered as a Topics course (ANCS 350).

b) How often is the course likely to be taught?

Annually, most likely in the Fall semester of each year.

c) How does this course fit into your department's curriculum?

This course allows students pursuing studies in the civilization component of our program to focus on specific areas of interest and develop skills in analysis of ancient source material (material and literary). For those engaged in a course of study in Greek and Roman language and civilization, a course in warfare provides an essential body of contextual knowledge for all other aspects of the discipline, refining on introductory material given at the 200 level and providing a foundation for further study in future topics and language courses.

d) & f) What primary student population will the course serve? And f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

Although the primary purpose of this course is to serve ANCS majors and minors, it is structured in a way to attract students from other, related fields (e.g. History, Political Science) as well as those who wish to pursue interests outside of their major. Hence it will also serve as an upper-level course offering in the GEP in Humanities and/or Culture. There are no prerequisites, and the course is structured chronologically to allow those unfamiliar with ancient history to orient themselves. However, basic familiarity with Greek and Roman antiquity will greatly add to a student's ability to succeed in the course, and therefore ANCS 201 and 202 are recommended. The course material is self-contained, but applicable to a variety of other interests and disciplines.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

The 300 level is appropriate to the tighter focus of the course material as well as to the more demanding nature of the assignments. Students will be required not only to commit basic facts to memory, but will be expected to analyze difficult and often conflicting primary sources and to analyze modern scholarship for its value and biases. Final projects involve the application of knowledge to hypothetical scenarios as well as the synthesis of a vast amount of reading and chronological time. Some limited and guided student research is also involved, requiring work appropriate to students who are accustomed to the expectations of college-level coursework beyond the survey level.

g) Explain the reasoning behind the P/F or regular grading method.

Since the course involves a variety of assignments subject to evaluation, it is appropriate that it be graded according to the usual letter grades. However, some students have wished to audit the course out of interest in the material (Golden ID students especially), and so the audit option would be made available on a case-by-case basis.

h) Provide a justification for the repeatability of the course.

N/A

ATTACH COURSE OUTLINE (mandatory):

Instructor: Dr. Molly Jones-Lewis

E-Mail: mjl@umbc.edu

Office Phone: 410-455-2326

Office: Performing Arts and Humanities 457

Office Hours: MTWR 12-2 and by appointment or after class.

ANCS 305: ***Warfare in the Ancient World***

Texts:

- Homer, Robert Fagles, and Bernard Knox. 1990. *The Iliad*. New York, N.Y., U.S.A.: Viking.
- Sage, Michael M. 1996. *Warfare in ancient Greece: a sourcebook*. London: Routledge.
- Vegetius Renatus, Flavius, and N. P. Milner. 1993. *Vegetius, epitome of military science*. Liverpool: Liverpool University Press.

- Other texts will be available via Blackboard. Be sure to bring them to class in a format that allows you to easily refer to the text and make notes. I recommend, but don't require, that you print them out and take notes in the margin.

Grades:	Grade Scale:
Attendance/ Participation = 10 %	A 90-100 4.0
Written Assignments and Projects = 50 %	B 80 - 89 3.00
Midterm = 20 %	C 70 -79 2.00
Final = 20 %	D 60-69 1.00
	F 0-59 0.00

Purpose

- To become familiar with the primary and material sources for understanding the development of War in the ancient Mediterranean basin.
- To explore a variety of methodologies for the modern discipline of warfare history, including primary source reading, secondary source evaluation, experimental archaeology, and analyzing material culture.
- To develop strategic thinking skills, incorporating an understanding of all aspects, social and practical, of historical warfare.
- To explore the ethical and emotional issues of war contemporary to antiquity, and also those still relevant to modern contexts.
- To re-assess modern Western assumptions and misunderstandings of how why Western-style warfare developed as it did...
- Likewise, to expand students' notions of "The Ancient World" to include North Africa and the Near East alongside Europe, and to question notions of cultural superiority in the context of conquest and colonialism.
- To better understand the way in which modern Western attitudes toward warfare and its culture still rely on ancient models of manhood, courage, strategy, tactics, and so on.

Participation

Bring your text to class, either in electronic or print form. Many days will involve discussion and/or collaboration based on the reading. Bring weather gear for days we go outside.

Some of the reading material may be difficult as it contains graphic descriptions of violence and human suffering. I'll do my best to alert you when something especially intense is coming up; please don't hesitate to take a moment if you need a moment.

Written Assignments and Experimental Archaeology Projects

This is a course in development, and will involve both traditional essays and two crafting (experimental archaeology) projects. Unless you have pressing reasons (eg. Ethical objections to wargaming), you will be required to complete all assignments. If you do, for whatever reason, need extra time or modifications, please make arrangements with me in advance.

All written work must be supported by citations from both lecture and the readings; guidelines will be given for each individual assignment. You will be given a prompt that can be answered using the course materials and lecture slides. All such written assessments will be a minimum of 600 words.

Experimental archaeology (the use of replicated items, eg. Spears and shields) has a long tradition in the study of how ancient peoples made war, and it allows us to assess the written sources by simulating tactics and battlefield scenarios with replicated weapons. In this course, we will be using cardboard to craft our own replicated gear, as

closely as is possible with such materials. You are responsible for purchasing cardboard, glue, and other items (as you would purchase a textbook) for two days of field exercises. One day will be dedicated to the gear and tactics of the Hoplite Phalanx, and the other to the Roman Legion (manipular and cohort). Crafting and participation will be graded by how well your product fits the design parameters (to be detailed with the assignment) and how well your write-up afterward engages with the course readings and discussion.

Midterm and Final

These will be of equal weight, and the final will concentrate on the second half of the semester. Both are short answer and essay format, open note (timed), and will be half-course cumulative. Performance will be assessed on accuracy, use of all course materials, and formal argumentation and English mechanics.

Attendance and Performance

Students are expected to attend all classes with daily assignments prepared in advance. Three absences are allowed, after which each one loses you 5% of your attendance grade. If you don't use your three, each one counts for +1% to the cumulative final grade. If you can't attend due to extenuating circumstances, please come talk to me and accommodations will be made.

Communication

You may call me Dr. Jones-Lewis or Dr. JL or Dr. Jones. Prof. is also fine.

Always feel free to talk to me after class, by appointment, or by email. If you email me, please use formal mechanics and spelling with the class and time in the subject line or email.

Final Exam: Friday May 10 1:30-4:30 pm

Required textbooks:

Homer, 1990. *The Iliad*. R. Fagles Trans., B. Knox Comm.. New York.: Viking Press.

Sage, Michael M. 1996. *Warfare in ancient Greece: a sourcebook*. London: Routledge.

Vegetius Renatus, Flavius, 1993. *Vegetius, epitome of military science*. N. P. Milner Trans.. Liverpool: Liverpool University Press.

Week	Day	In class:	Prepare by reading...
Week 1 Speaking of War	Thurs . 8/28		
Week 2 War and Language	Tues. 9/2	Lecture: Indo-Europeans	<i>Richardson Mesopotamia and the "New" Military History</i> Complete citation: S. Richardson, "Mesopotamia and the 'New' Military History," in L.L. Brice, J.T. Roberts (eds.), <i>Recent Directions in the Military History of the Ancient World</i> . Publications of the Association of Ancient Historians, 10. Claremont, CA: Regina Books, 2011: 11-52
The Near East	Thurs . 9/4	Discussion and Lecture	<i>Battle of Kadesh</i> ; <i>Egyptian Accounts</i> ; <i>Hittite Accounts</i> ; <i>Ancient Egyptian Weapons</i> All hosted online on at http://www.reshafim.org.il/ad/egypt/index.html (individual hyperlinks imbedded)
Week 3	Tues. 9/9	Introductory lecture	<i>Iliad</i> 1-6
Poetry of War	Thurs . 9/11	Discussion: Psychology of war	<i>Iliad</i> 7-8, skim 9, read 10, skim 11-14 (note the Hera/Zeus scenes, which aren't relevant, but are pretty funny), Read 15-16
Week 4	Tues. 9/16	Discussion: Rules of Engagement	<i>Iliad</i> 17, skim 18 (pay attention to the armor scene), read 19-22, Sage, Ch. 1
Rage and Restraint	Thurs . 9/18	Lecture: Dark Ages and Hoplites	Finish <i>Iliad</i> (skim 23, read 24); begin Sage chapter 2

Week 5	Tues. 9/23	Hoplite field exercise	Sage, Ch. 2
Persian Wars	Thurs . 9/25	Lecture: The Greco-Persian Wars; Thermopylae	Herodotus Marathon narrative , analysis , and maps Citations: Fosten, "Battle of Marathon," in <i>Military History Magazine</i> Jan. 17, 2007 online at http://www.historynet.com/battle-of-marathon-greeks-versus-the-persians.htm Lieutenant Colonel Siegfried, Edward J. (March 2010). <i>Analytical Study of Battle Strategies Used At Marathon (490 BCE)</i> (Strategy Research Project). U.S. Army. Online at www.dtic.mil/get-tr-doc/pdf?AD=ADA520110 Animated (and heavily disputed) reconstruction at http://www.theartofbattle.com/battle-of-marathon-490-bc.htm Weekend: Hoplite reflection and response due via Blackboard
Week 6	Tues. 9/30	Salamis	Herodotus Thermopylae narrative and Salamis Narrative Herodotus <i>Histories</i> 7.201-234, 8.66-99
Persian Wars cont.	Thurs . 10/2	Lecture/ Discussion: Reflections on the Enemy	Aeschylus Persians
Week 7	Tues. 10/7		Sophocles Ajax and the Theater of War project
Peloponnesian Wars	Thurs . 10/9	Film in class: <i>Trojan Women</i> 1971	(For Tuesday begin Thucydides on Plataea)
Week 8	Tues. 10/14	Peloponnesian war & Siege of Plataea	Thucydides <i>History of the Peloponnesian War</i> , selections from books 1-3
Human Costs	Thurs . 10/16	Melos	Thucydides Melian Dialogue (this link led to gibberish) Thucydides 5.84-116 Weekend: Reaction essay to Trojan Women and Thucydides due 10/24, end of the day.
Week 9	Tues. 10/21	Lecture: The Macedonian Phalanx	Sage Ch. 3 (Just the sections on mercenaries and siege)
Hegemony	Thurs . 10/23		Sage Ch. 4 (Skim - we'll be going over gear and tactics in class)
Week 10	Tues. 10/28	Midterm (covers weeks 1-8, ending with 404 BCE)	No reading , introduce Hellenistic world and early Rome
Hellenistic Wars	Thurs . 10/30	Lecture: Hellenistic advances in the technology of Warfare	
Week 11	Tues. 11/4	Lecture: Polybius and the Roman military: Pyrrhic wars intro	Polybius on the Triplex Acies (<i>Histories</i> 6.19-43)
Rise of Rome	Thurs . 11/6	Lecture: Pyrrhic wars to the First Punic war	Pyrrhic Wars Reading: Plutarch <i>Life of Pyrrhus</i> available at http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Pyrrhus*.html
Week 12	Tues. 11/11	Lecture: Punic wars to 146 BCE	Battles of Agrigentum and Mylae , Polybius You will need to click through from chapter 16, where the link starts, to chapter 22. Polybius <i>Histories</i> 1.16-22

The Punic Wars	Thurs . 11/13	Punic Wars to 146 contd.	Battles of <u>Cannae</u> (Read Polybius 3.107-118), Zama in <u>Polybius</u> (15.1-19) and in <u>Livy</u> (30.29-37)
Week 13	Tues. 11/18	Reforms of Marius, the persona of the general	Read Vegetius 1-2
The Roman General	Thurs . 11/20	Civil War	Read Caesar's <i>Gallic Wars</i> 1.1-29 at http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Caesar/Gallic_War/1A*.html
Week 14	Tues. 11/25	Legion day!	
Romans Abroad	11/27	THANKSGIVIN G off!	Vegetius 4
Week 15	Tues. 12/2		Josephus on <u><i>The Fall of Jerusalem</i></u> (Josephus <i>Wars of the Jews</i> 6 [all])
Barbarians at the Gate?	Thurs . 12/4		Vegetius book 3, Tacitus <u><i>Life of Agricola</i></u> , all (<i>Germania</i> is interesting, if you find the time, but not required.)
Week 16	Tues. 12/9		No reading
Final			