

Dr. Nadya Williams
Fall 2017

HIST 4209 W: Greek and Roman Warfare

Instructor: Dr. Nadya Williams (nwilliam@westga.edu)

Class Time and Location: this course is taught 100% online via CourseDen. You must make sure that you have regular access to the Internet and CourseDen to be able to keep up with the course.

Office Hours: Tuesdays, Wednesdays and Thursdays, 9:00am-12:00pm (online office hours on CourseDen)
Thursday, 2:15-3:15pm – office hours in the UCC, ground floor open area

I am also available by appointment to speak with you either over the phone or to meet with you on campus at a time convenient to you. My phone number is 678-554-7765. My campus office location is TLC 3239.

Course Description

War was an unavoidable part of everyday life in the Greco-Roman world. For instance, in the main period of expansion in the third century BC, Rome was at war for 80 years out of the century. And yet, war in the ancient world paradoxically inspired progress and civilization. After all, it was during the Peloponnesian War, a brutal nearly thirty-year conflict that engulfed the entire Greek world, that the Athenian democracy was culturally at its height. And it is no coincidence that the greatest works of Greek and Roman literature, from Homer's *Iliad* and Euripides' tragedies to Vergil's *Aeneid*, are concerned with warfare and its impact on humanity.

Reflecting this paradoxical nature of warfare in the ancient world, the aims of this course are two-fold. The course surveys the main developments in the mechanics of warfare – weapons, strategy, and tactics – from the Mycenaean period to Late Antiquity. At the same time, attention will be paid to the function of warfare in society, and its impact on political and social history.

Some of the questions considered in this course are:

1. What were the causes and results of wars in the ancient world?
2. What were the attitudes towards war and peace in different periods of classical antiquity?
3. How did the nearly-constant state of war affect the development of the Greek and Roman civilization? For instance, which institutions in the ancient world evolved specifically in response to the pressures of war?
4. What were the ethical restrictions on war and violence in different periods of the Greco-Roman world? What was the place of civilians and non-combatants in times of war?
5. What were the main approaches towards writing military history in antiquity?
6. What are the problems of evidence in studying Greek and Roman warfare?

Please note that this is a writing-intensive course. Before panic sets in, however, please rest assured that writing does not have to be painful! You will get the chance to reflect on the material covered in this course in a variety of shorter writing assignments, and will gradually build up to the longer assignments. Thus I hope that while you will be writing a lot in this course, the distribution of the work will make it manageable.

Learning Objectives

Upon successful completion of this course, you will have acquired the ability to do the following:

1. Demonstrate a thorough knowledge of key developments in Greek and Roman military history from the Bronze Age to Late Antiquity
2. Analyze primary and secondary sources for their historical content and interpretations
3. Demonstrate ability to research according to historical methods
4. Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation

Grading Criteria

Weekly discussions (40%):

Since this is an online upper-level course, class discussions are key to ensuring that we all learn through discussing crucial aspects of that reading together. I will post several questions each week that I would like us to discuss as a group. You will always have the option, in addition, of posting your own question that you would like to bring up to the rest of the group, and proposing your opinion about it. In grading the discussions, I will look both at the quality of your own main post for the week, and the quality and quantity of your responses to your classmates. For more details, please see below. You will be able to drop your TWO lowest discussion grades at the end of the semester.

Responses to Monographs (20%):

Each student will write two monograph response papers, 3-5 pages each, on the monographs by Barry Strauss and Adrienne Mayor. The responses do NOT require any additional research, but expect you to consider in detail some aspect of the book's argument.

Battle Review Short Research Papers: (20%):

Each student will write two battle reviews, 3-5 pages each, over the course of the semester. These papers have staggered deadlines, depending on when we are covering a particular battle in class. If you miss the deadline for submitting a paper on a particular battle, you will simply write a paper for a later battle. For these papers, you will be using course materials AND some additional research. Because much of the scholarship on Greek and Roman warfare is published in article form, you must consult at least two JSTOR articles for each battle review. In your paper, you will present a brief outline of the course of the battle, and will explain its historical significance for the study of Greek

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and Roman warfare. Online encyclopedia articles (e.g., Wikipedia) are NOT considered to be acceptable sources for this assignment.

Final Historiographical Essay OR Final Project (20%):

Each student will write an 8-10 page final exam essay on a broad question that would require bringing together materials from the entire course. Students who would prefer to carry out a final research project or research paper on a topic of their choice may do so in place of the final essay, but must get approval for their topic from the instructor.

Grading turnaround time: Barring any outstanding circumstances or emergencies, I will grade all assignments within one week of the time when you submit them.

Grading expectations for Weekly Discussions:

In grading the weekly discussions, I will consider the following:

- Quality of your own response to the week's material – I will look for a clear argument in response to the week's question; specific examples from the readings to back up your points, sufficient development of the overall argument. The biggest sin at this level of study is vagueness – meaning, students often say something brief and stop there, instead of elaborating in detail and providing examples. Your own response accounts for 75% of the points for the weekly discussions.
- The quantity and quality of your comments for your classmates – For each weekly discussion, you will have to respond to at least two classmates, and part of your discussion grade is both the quantity and the quality of your responses. If you are writing less than a short paragraph in your response, you are probably not writing enough. Your responses should be substantive – meaning, they should advance the discussion, rather than just briefly agreeing or disagreeing with the original poster. Your responses count for 25% of the points for the weekly discussions.

Required Books (Additional readings are posted on CourseDen)

All of these items are available at the UWG University Bookstore, as well as on Amazon.

Author	Title	ISBN Number	Publisher
J. E. Lendon	<i>Soldiers and Ghosts: A History of Battle in Classical Antiquity</i>	978-0300119794	Yale University Press (Also available free as ebook on UWG Library website – call number U29 .L46 2005eb)
Brian Campbell	<i>The Roman Army, 31 BC-AD 337: A Sourcebook</i>	978-0415071734	Routledge
Pat Southern	<i>The Roman Army: A Social and Institutional History</i>	978-0195328783	Oxford

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Barry Strauss	<i>The Battle of Salamis: The Naval Encounter That Saved Greece – And Western Civilization</i>	978-0743244510	Simon & Schuster
Adrienne Mayor	<i>Greek Fire, Poison Arrows, and Scorpion Bombs: Biological and Chemical Warfare in the Ancient World</i>	978-1590201770	Overlook Press

N.B. There will be no curve in this course! Final grades will be assigned according to the following scale, keeping in mind that the University of West Georgia does not recognize +/- grades:

89.49 - 100 = A
79.49 - 89.48 = B
69.49 - 79.48 = C
59.49 – 69.48 = D
< 59.48 = F

Class Communication:

Email is the fastest way to reach me, if you have a question or a concern. Unless I am in a work meeting or sleeping or dealing with a toddler tantrum, I will respond to your email very quickly – possibly within the hour. Please feel free to email me any questions or concerns at any time either at the regular UWG email or CourseDen email.

A note on email etiquette: I will always be courteous and professional in my correspondence with you, and expect the same of you. This means, you should address me as “Professor” or “Dr.” in your emails, as well as in person. “Mr.” or “Ms.” are not considered to be polite forms of address for your college professors.

Netiquette (or Online Etiquette):

As students in an upper-level history course, you are all professional academics in training, and that is how I will treat you in this course. This is also how I would like you to think of each other during your interactions in this course. I am sure that we will all disagree at various points about topics of discussion (and professional academics disagree quite frequently in their interpretation of evidence), but my goal is to make sure that all voices in this class are heard and respected. You do not have to agree with each other, but you do have to hear each other out, and be able to defend your own argument with the help of evidence, whenever disagreeing. On a related note, you do not have to agree with everything that I say, but again, I would like you to be able to ground your argument in evidence from the primary sources. If at any point you feel like you are not being respected, please do let me know! It is important for the success of the entire class that all of you will feel respected and included in the discussions.

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University Policies for Students:
All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Academic Dishonesty:

Academic dishonesty on ANY assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. There will be no exceptions to this policy! Academic dishonesty can take many shapes, such as cut-and-pasting anything from the Internet. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>

Course Schedule

Week	Topics Covered	Readings. Please note that readings posted on CourseDen are marked with *, while readings from required books for the course are referred to by the author's last name.	Assignments due (unless otherwise indicated, your initial post for each discussion is due by Monday at midnight, and responses are due by Thursday at midnight)
08/09	Introduction to the discipline and the nature of evidence	<ul style="list-style-type: none">• Williams, "The Greek World from the Bronze Age to the Roman Conquest"*	<ul style="list-style-type: none">• Discussion 1
08/14	Homeric warfare	<ul style="list-style-type: none">• Lendon pp. 5-31,• Homer, Iliad 1, 5, 18, 24* <p>http://www.poetryintranslation.com/PITBR/Greek/Illhome.htm</p>	<ul style="list-style-type: none">• Discussion 2
08/21	The rise of the Hoplite Phalanx; Sparta: the ultimate hoplite state	<ul style="list-style-type: none">• Lendon, pp. 39-57• Luginbill, "Othismos: The Importance of Mass-Shove in Hoplite Warfare"*• Tyrtaeus, selected poems*	<ul style="list-style-type: none">• Discussion 3• Battle review paper: The Lelantine War (ca. 710-650 BC)
08/28	Persian Wars,	<ul style="list-style-type: none">• Lendon, pp. 58-77	<ul style="list-style-type: none">• Discussion 4

	and the origins of Greek historical writing	<ul style="list-style-type: none"> • Whatley, “On the possibility of reconstructing Marathon and Other Ancient Battles”* • Selections from Herodotus on the Battles of Marathon, Thermopylae, Salamis, and Plataea* 	<ul style="list-style-type: none"> • Battle review paper options: Marathon (490 BC), Thermopylae (480 BC), Plataea (479 BC)
09/04	The Battle of Salamis	<ul style="list-style-type: none"> • Strauss, <i>The Battle of Salamis</i> (all) <p>Please note that because of the Labor Day holiday, this week’s assignments are due on Tuesday, rather than Monday!</p>	<ul style="list-style-type: none"> • Discussion 5 • Monograph response I due
09/11	The outbreak of the Peloponnesian War; Thucydides: the general as a military historian	<ul style="list-style-type: none"> • Lendon, pp. 78-90 • Thucydides, selections* • C. Rubincam, “Casualty Figures in the Battle Descriptions of Thucydides”* 	<ul style="list-style-type: none"> • Discussion 6 • Battle review paper options: Tanagra (457 BC), Oenophyta (457 BC), Coronea (447 BC)
09/18	Peloponnesian War and new tactics; The Peloponnesian War in Athenian Popular Culture	<ul style="list-style-type: none"> • Aristophanes, <i>Acharnians</i>* • Euripides, <i>Trojan Women</i>* • A. Lanni, “The Laws of War in Ancient Greece”* 	<ul style="list-style-type: none"> • Discussion 7 • Battle review paper options: Delium (424 BC), Mantinea (418 BC), Cyzicus (410 BC), Arginusae (406 BC), Aegospotami (405 BC)
09/25	Warfare in the Fourth Century and the Hellenistic Age; siege warfare	<ul style="list-style-type: none"> • Lendon, pp. 91-162 • Aeneas Tacticus, <i>How to Survive Under Siege</i>* 	<ul style="list-style-type: none"> • Discussion 8 • Battle review paper options: Leuctra (371 BC), Second Battle of Mantinea (362 BC), Chaeronea (338 BC), Issus (333 BC), Gaugamela (331 BC)
10/02	Biological and Chemical warfare	<ul style="list-style-type: none"> • Mayor, <i>Greek Fire, Poison Arrows, and Scorpion Bombs</i> (all) 	<ul style="list-style-type: none"> • Discussion 9 • Monograph response II due
10/09	Introduction to the army of the Roman Republic	<ul style="list-style-type: none"> • Williams, “The Roman World from 753 BCE to 500 CE”* • Lendon, pp. 163-192 • Southern, <i>The Roman Army</i>, pp. 1-90 	<ul style="list-style-type: none"> • Discussion 10

10/16	Early military expansion; the Roman army at war: structure, weapons, logistics	<ul style="list-style-type: none"> • Lendon, pp. 193-211 • Southern, pp. 91-243 	<ul style="list-style-type: none"> • Discussion 11
10/23	The Second Punic War	<ul style="list-style-type: none"> • Livy, Book 21* • M. Charles and P. Rhodan, "Magister Elephantorum: A Reappraisal of Hannibal's Use of Elephants"* 	<ul style="list-style-type: none"> • Discussion 12 • Battle review paper options: Lake Trasimene (217 BC), Cannae (216 BC), Zama (202 BC)
10/30	The army of the Late Republic and Early Empire	<ul style="list-style-type: none"> • Lendon, pp. 212-232 • Southern, pp. 267-322 • Campbell, 1-67 	<ul style="list-style-type: none"> • Discussion 13 • Battle review paper options: Pydna (168 BC), Spartacus's slave war (73-71 BC), siege of Alesia (52 BC), Battle of Carrhae (53 BC), Battle of Pharsalus (48 BC), Battle of Actium (31 AD)
11/06	The Army of the Empire	<ul style="list-style-type: none"> • Campbell, 68-109 and 181-192 • L. Keppie, "The Changing Face of the Roman Legions (49 BC – AD 69)"* • K. Kagan, "Redefining Roman Grand Strategy"* 	<ul style="list-style-type: none"> • Discussion 14 • Battle reviews: First Battle of Bedriacum/Cremona (69 AD), Second Battle of Bedriacum/Cremona (69 AD)
11/13	Life and death in the Roman legions: the evidence of archaeology	<ul style="list-style-type: none"> • Campbell, 110-180 and 193-230 • Valerie Hope, "Trophies and Tombstones: Commemorating the Roman Soldier"* • Williams (Bodel)* • Article on ancient marines from Ancient Documents (Bodel)* 	<ul style="list-style-type: none"> • Discussion 15
11/20	Happy Thanksgiving!	None	No assignments due this week
11/27	Late Imperial Roman Army: a different army for a different empire?	<ul style="list-style-type: none"> • Southern, pp. 245-265 • Campbell, 231-249 • Lendon, pp. 261-315 	<ul style="list-style-type: none"> • Discussion 16 • Battle Reviews: Milvian Bridge (312 AD), Strasbourg (357 AD), Adrianople (378 AD), Frigidus River (394 AD)
12/04			Final exam essay due

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