ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 1/14/11

1. ACADEMIC UNIT: School of International Languages and Cultures (SILC)

2. COURSE PROPOSED: SLC 394 Greece and Rome at War 3.0
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Paul Arena Phone: 602 421-5077
   Mail Code: E-Mail: paul.arena@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry–L ☐
   Mathematical Studies–MA ☐ CS ☐
   Humanities, Fine Arts and Design–HU ☐
   Social and Behavioral Sciences–SB ☐
   Natural Sciences–SQ ☐ SG ☐

   Awareness Areas
   Global Awareness–G ☐
   Historical Awareness–H ☒
   Cultural Diversity in the United States–C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☐ No ☒ Yes; Please identify courses: HST/GRK/LAT 394

Is this amultisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? Yes

Chair/Director (Print or Type) ____________________________

Date: 1-28-2011

Chair/Director (Signature) ____________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today’s students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[H] CRITERIA

THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. History is a major focus of the course.</td>
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<td>2. The course examines and explains human development as a sequence of events.</td>
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<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
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<td>☒</td>
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<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
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Syllabus and Texts

THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History is a major focus of the course.</td>
<td>We study the ancient military evolution of Greek, Macedonian, Roman armies. The students read both Secondary and Primary historical selections as the core requirement for the course.</td>
<td>The Worry textbook is required reading throughout the semester. The two readers of Primary historical selections from ancient sources are required reading throughout the semester.</td>
</tr>
<tr>
<td>2. The course examines and explains human development as a sequence of events. 3. There is a disciplined systematic examination of human institutions over time.</td>
<td>We not only begin our examination of Western warfare with the Greeks, but we thoroughly explore the reasons (both cultural and institutional) why the Greeks fought the way they did and how this directly influenced the Macedonians who succeed them. We examine Roman military development with the same vigor as it grows and comes into contact with the Greco-Macedonian military tradition.</td>
<td>The twenty-one selections I have carefully chosen for our two readers emphasize this &quot;Greek-Macedonian-Roman&quot; sequence of military evolution. In addition, each selection has study questions attached, which form the core of our in-class discussions (Samples are attached.)</td>
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Required Texts
Warry
Student Packet #1
Student Packet #2

Warfare in the Classical World
Classical Greece at War
Macedonia and Rome at War: Alexander to Augustus

Course Description
We shall be studying the major battles, leaders and tactics of Classical Greece and Rome. There will be lectures, but this will NOT be a pure lecture course. I shall contribute weekly lectures, but students will have to participate every week via study questions based on the sources as well as contributing presentations in their groups. With this multi-faceted approach, I hope we shall all end up with a greater sense of the evolution of the leaders, armies and tactical systems of the Greeks and Romans.

Student Learning Outcomes
Upon Successful completion of the course:
--Students will be familiar with the military history and literary record of the great battles of the ancient Greeks and Romans.
--Students will understand the impact of tactics, strategies, equipment, and leaders, as well as the differences and advances in each which determined the outcome of ancient battles.
--Students will be able to apply strategic, leadership and technological knowledge of various ancient armies to influence the outcome in simulations of ancient battles.

Readings
The required readings in the course include the Warry text and a collection of Primary Sources provided for you in two class readers. Both readers are available at the ALTERNATIVE COPY SHOP provided for you (http://alttempe@alternativecopy.com/1004 S. Mill Ave Tempe – 480 829-7992).

Assignments:
Readings and Study Questions
You are encouraged to complete and hand in the study questions included in the course packets. These study questions are keyed to the readings you will be completing for the course, will enhance your understanding of the literary record with regard to the battles we cover, and will enhance your participation grade. They are not mandatory, but again, they WILL ENHANCE your PARTICIPATION grade.

Lab Reports
You are required to turn in four “lab reports” during the semester. The primary method for doing a lab in this course will be via a mock simulation of one of the battles studied. We will mainly be using the boardgame Commands and Colors Ancients to accomplish this. http://www.ccancients.net/ Other, creative modeling of battles that may work as a “lab” may be suggested by the students. The details on “lab procedure” will be presented to students in another document.
Groups
I shall divide the students of the course up into 10 groups ("legions" or "cohorts"). The classmates in your group should be your lab partners, and more importantly will form your team for presenting your project presentation for the semester. The details on "legion composition" will be presented to students in another document. Groups are required to do a collaborative presentation of their battle to the class, and also to turn in a written version of this presentation at the end of the semester.

Grade Breakdown
Quizzes 15%
Grp Project 25%
4 Labs 20%
Final Exam 30%
Study Questions and Participation 10%

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Statement on academic dishonesty
No cheating or plagiarism will be tolerated. Students who cheat risk sanctions that range from a failing grade on the assignment or test in question to expulsion from the university, depending on the severity of the infraction. If you don't know what constitutes cheating, you might want to look this up:
http://provost.asu.edu/academicintegrity.

Course Itinerary:

Greece and Rome at War – Lecture/Discussion Outline
Main term is the focus of the battle and/or reforms which define a particular tactical or strategic development.

()=special units to be discussed; []=important general { }=selection from reader for DISCUSSION IN CLASS

Aug. 19 Intro
Aug. 24, 26 Homer and the Trojan War {Opening of Iliad 6}
Aug. 31, Sep. 2 Dark Ages through the Archaic (Greek Hoplite); Persia (Trireme) [Dionysius of Phocaea] {Battle of Lade}
Sep. 7, 9 the Persians Wars [Militades] {Marathon}/[The Peloponnesian War –Strategic Study #1}
Sep. 14, 16 {Fight over Pylos} [Demosthenes]/[Battle in the Great Harbor}
Sep. 21, 23 The 10,0000 {Battle of Cunaxa} [Xenophon]/ Thebes and Epaminondas

Group Presentations Begin
Sep.28, 30 {Battle of Leuctra} (the Sacred Band) [Epaminondas]/ Philip's New Model Army
Quiz 1 9/28

Oct. 5, 7 Chaeronia [Philip] (Macedonian phalangite) (companions)/ {Battle of Granicus}
Oct. 12, 14 {Battle of Granicus}/ {Siege of Tyre} (Sieges) [Alexander]
Oct. 19, 21 {Battle of Hydaspes}/ {Battle of Heraclea} (elephants) [Pyrrhus] (Hellenistic army) (manipular legion)
Oct. 26, 28 Punic Wars {Strategic Study #2}/ {Battle of Cannae} [Hannibal]

Quiz 2 10/26

Nov. 2, 4 {Battle of Zama}/ Marian Reforms [Marius] [Sulla] {Siege of Alesia} [Julius Caesar]
Nov. 9 {Battle of Carrhae} [Crassus] (Parthians)
Nov. 16, 18 {Battle of Pharsalus} [Pompey] / {Siege of Alexandria} {Battle of Philippi}
Nov. 23 {Battle of Philippi} {Battle of Actium} (Late Roman war galley) [Antony] [Agrippa]
Nov. 30, Dec. 2 Augustan reforms (1st Cent AD Roman Legionary)/ {Boudica’s Revolt}
Dec. 7 Review

Greece and Rome at War – Group Projects
As a group, you will present a detailed account of ONE battle from the below list. I have listed these in chronological order. We shall begin student presentations in Week 6. We shall discuss more details concerning these projects after I divide the class up into groups.

480 Himera; Salamis (n); Thermopylae; 479 Plataea (Persian Wars)
425 Sphacteria; 424 Delium; 418 Mantinea; 415 Anapus River; 40 Arginusae (n) (PP War)
362 Mantinea (Thebes)
352 Crocus Plain; 333 Issus; 331 Guagamela; 328 Jaxartes River (Alexander)
279 Asculum; 275 Beneventum (Pyrrhus)
262 Agrigentum; 256 Economus (n); 255 Bagradas Plains (1st Punic War)
218 Trebia; 217 Lake Trasimene; 215 Dertosa; 207 Metaurus; 206 Ilipa; 208 Baecula (2nd Punic War)
217 Raphia; 197 Cynoscephalae; 190 Magnesia (Rome and the Successor Kingdoms)
166 Beth Horon; 164 Beth Zur; 160 Elasa (Judas Maccabees)
101 Arausio, 102 Aquae Sextiae; 82 Colline Gate (Marius and Sulla)
73-71 Servile Wars (Spartacus)
57 Sabis; 52 Gergovia; 49 Utica; 47 Zela; 45 Munda (Julius Caesar)
36 Naulochus (n)
9AD Teutoburger Wald
43AD Medway; 51AD Cefn Carnedd; 84AD Mons Graupius (Roman Britain)
70AD Jerusalem
Sample Study Questions:

Selection #3 (pg.10 of the reader): The Battle of Marathon

Herodotus gives us the Primary account for the famous Battle of Marathon:
1. Order of Battle – how many soldiers and what classes are present for each side? Who are the commanders?
2. Describe the battlefield – why did the Persians decide to camp at Marathon?
3. In sections 109-110 the Athenian “command council” is described. Describe the debate. Does anything strike you as particularly “Athenian” here?
4. The battle (111-117): describe the deployment and process of the battle.
5. How do you explain such a one sided victory for the Greeks (Does your view match that of Herodotus?) Do you believe Herodotus’ numbers for the order of battle and losses?

Selection #13 (2nd Reader): The Battle of Cannae (Polybius version)

Polybius provides us the second of the two main accounts for the battle. Compare his to Livy’s:
1. How is the description of Varro and Paullus different than Livy? Similar?
2. How many legions and consuls do the Romans normally put in the field according to Polybius? How many legions were raised for Varro and Paullus? Does Livy have the same numbers? Possible explanations? Explore.
3. How does the “wedge” and “pincer” move of Hannibal in Polybius (115) compare to Livy’s?
4. Note the losses as reported by Polybius – compare to Livy’s.
5. Cannae is considered Hannibal’s greatest victory – comment on this statement by Polybius: “At Cannae, as in previous encounters, it was the superior numbers of Carthaginian cavalry which contributed most to the victory…”
6. Polybius also has a post-Cannae assessment (118.) Why is it that the Romans were able to withstand this defeat and eventually win the war?

Strategic Study #2 The Causes of the Second Punic War

Donald Kagan gives a thorough account of the causes and initial strategies in the Second Punic War (218-201 BC). This selection is from Kagan’s book On the Origins of War.

6. Describe the strengths and weaknesses of the two states, Carthage and Rome, going into the Punic Wars.
7. What caused the First Punic war and what was the peace settlement like?
8. What ultimately led to Carthage’s decision for war? Describe the strengths and weaknesses of her military position and her initial strategy in the war. Who was the architect of this strategy?
9. What were the particulars that led to the outbreak of the “shooting war?”
10. Who was more responsible for the conflict, Carthage or Rome? Who does the ancient tradition hold responsible? What does Kagan think?
11. Having read Kagan’s account, is there anything you would like to add or comment on concerning this discussion? Feel free to take risks – this is the fun part!

n.b. Like all of these selections, we shall answer these questions together. I am not looking for absolute right or wrong answers here – just thoughtful responses. Enjoy the text!
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WARFARE in the CLASSICAL WORLD

An illustrated encyclopedia of weapons, warriors and warfare in the ancient civilisations of Greece and Rome

John Warry

University of Oklahoma Press
Norman
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