

**UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM**

Is the course being proposed for the Liberal Learning Core? Yes x No ____

1. Title of Course: War in the Ancient World

Proposed Course Number (cleared with Registrar): HIST 220

Prerequisite Courses: NONE

If the minimum acceptable grade in a prerequisite course is greater than the default of D-, indicate the grade required _____ and state the reason for requiring this minimum grade (consider consistency across the department):

Catalogue Description (including credits, lecture, and lab hours):

This course will examine the crucial role of warfare in the societies of the ancient world, from Greece and Rome to Assyria, Persia, and China. Themes will include different societies' criteria for military service; soldiers' social roles and interactions with civilians; the effects of cultural values on military methods; the development of professional writing on the art of war; strategic and tactical features of major conflicts such as the Persian and Punic Wars; and how military systems designed for conventional battle adjusted to cope with the challenges of nomadism, insurgency, and piracy. The course is structured around lecture and discussion and will be three credit hours.

Is the course cross-listed? If so, what is the number of the other course? No

****A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.**

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

This course is intended for students wishing to fulfill their area of inquiry requirement in Western Traditions. It is also intended to appeal to students with broad interests in history, classical studies, and/or military science. It will help to address an increasingly vocal CNU student interest in ancient history, seen already in the large enrollments for the Ancient Near East and Greece course offered in fall 2006. Warfare played a decisive part in the development of ancient societies, and anyone wishing to understand the ancient world or its relation to later Western traditions can learn a great deal from studying the roles of soldiers and conflict.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.

This course is not required. It can be taken to fulfill the Western Traditions area of inquiry requirement within the LLC.

4. Has this course been offered previously as a special topics course? No.
If so, when? What course number was used?

5. Has this course, or one closely related to it, been offered at CNU previously? No.
If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

6. What is the anticipated enrollment per offering for the next three years? _19 students
During which term will this course first be offered?
Fall 2007 Spring 20__ Summer 20__

During which semesters will this course regularly be offered?
Fall 2007, 2009 (biannual) Spring 20__ Summer 20__

Print in the 2007-2008 (academic year) Undergraduate Catalog.

7. How will the course be staffed?

Dr. John Hyland will teach the course whenever it is offered.

8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? No.

9. Is the course repeatable for additional credit? No.
If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)

10. If this course is for an Area of Inquiry:

a. Identify the Area of Inquiry Western Traditions

b. Demonstrate how your course will meet the objectives of this Area of Inquiry (objectives a, b, c)

The course will critically examine Western thought processes by covering cultural attitudes towards war and violence in the societies of Greece and Rome. It will include discussion of great authors like Thucydides and Caesar, whose accounts of conflict have deeply influenced later Western thought on war, as well as lesser known military theorists like the Athenian Xenophon, author of influential works on generalship in the fourth century BC. One of the required texts, John Lendon's *Soldiers and Ghosts*, discusses the development of cultural thought on war through the lens of the ancient world's love affair with the Homeric epics, still acclaimed as crucial texts in the development of Western thought.

It will include frequent discussion and analysis of primary sources for ancient history. The texts assigned include selections from the Greek historians Herodotus, Thucydides, and Xenophon and the Roman writers Cicero, Caesar, Livy, and Tacitus.

It will finally examine the cultural context of Greek & Roman warfare with discussions of the soldier's place in ancient Mediterranean societies, and the meaning of military service for economic status, gender roles, and social identity. It will also delve into the wider cultural context of early Western traditions of warfare by means of comparison with other ancient societies in the Near East and China.

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

Concur

***Do Not
Concur*****

Department(s): (1) _____ Date: _____

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(2) _____ Date: _____

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Liberal Learning Council: _____ Date: _____

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CLAS Curriculum
Committee: _____ Date: _____

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LSoB Curriculum
Committee: _____ Date: _____

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Dean: _____ Date: _____

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Dean: _____ Date: _____

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Undergraduate Curriculum
Committee: _____ Date: _____

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Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President: _____ Date: _____

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Provost _____ Date: _____

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Distribution by Provost Office following approval:
Department Chair(s), UCC Chair, Deans, Registrar

***** If “Do Not Concur” is checked, please attach a statement of explanation.***

Areas of Inquiry

Proposal Submission Information and Proposal Form

WESTERN TRADITIONS (WST)

The Liberal Learning Council invites you to submit a proposal(s) for courses to be included in the WST Area of Inquiry. We encourage innovative proposals that involve creative pedagogy and team teaching where appropriate. This page contains information about the Areas of Inquiry and the process for submitting a proposal. Please read the information carefully before submitting a proposal and, if you have any questions, contact the Assistant Dean for Liberal Learning.

The Areas of Inquiry section of the Liberal Learning Core offers students opportunities to explore important facets of their world—past, present, and future. Liberal Learning Areas of Inquiry employ various modes of knowing to help students understand the historical and philosophical traditions that have shaped the Western world; the interrelations within and among global and cross-cultural communities; the means of modeling the natural, social, and technical worlds; the patterns and institutions of modern societies; and the dynamics of the creative process.

Areas of Inquiry (AI) General Information

- There are six AI
 1. Western Traditions
 2. Global and Multicultural Perspectives
 3. Investigating the Natural World
 4. Identity, Institutions, and Societies
 5. Creative Expressions
 6. Informal and Formal Reasoning
- No course will be cross-listed in more than one AI.
- No more than one course in the discipline of the major may be presented to satisfy an AI requirement.
- No more than seven hours across the AI may be taken from any single discipline to satisfy the AI requirements.
- AI courses at the 100- and 200-level must be offered with multiple sections, which may mean several faculty or adjuncts could teach sections.
- Investigating the Natural World must have some courses with an accompanying laboratory.
- To accommodate student enrollment, each semester approximately 25 sections are needed for every AI.
- AI courses are needed for every semester and may be offered during summer terms.
- AI courses can be at any level (100-, 200-, 300-, 400-) and have prerequisites.
- 300- and 400-level AI courses without a course prerequisite must have ULLC 223 as a pre- or corequisite.
- The Liberal Learning Emphasis element requires students to take six additional hours in an AI with at least three of the hours at the 300- or 400-level. Therefore courses are needed to help students meet this requirement.
- Students will make their AI selections based on the course title and description. To attract students use a creative course title and course description.
- Faculty can team-teach a course(s) and/or teach more than one section of the course.
- Departments can submit proposals for existing courses or new courses.
- Existing courses submitted as proposals for an AI must meet the AI objectives and should have a creative course title.
- AI courses can also be designated writing intensive

Submission Process for Each Proposed Course

1. Read the information above and the course description and goals for WST.
2. Develop a syllabus
3. Complete the course proposal form for Western Traditions that begins on the next page.
4. If this is a new course, complete the Undergraduate Curriculum Course Proposal Form . The Undergraduate Curriculum Change to Existing Course form is needed if the course is not new, but the course number or title is changed.
5. By the deadline, submit all the items to your department Curriculum Point Person as both electronic and hard copy

Department History

Course Number 220

Course Name: War in the Ancient World

Check Box for Honors Course Consideration ☐

Submission Checklist

Proposal x

Syllabus x

UCC Proposal for new course x

AREA OF INQUIRY

WESTERN TRADITIONS

This form must be submitted to the Liberal Learning Council as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form, if new course.

DEADLINE FOR PROPOSALS: 1 October 2006

Please answer the following questions:

Check Only One:

- ◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.
- ◇**X** This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information of the curriculum point person for the department administrating this course.

Dr. Andrew Falk (falk@cnu.edu)

2. In any given semester, how many sections of this course is your department willing to offer?

Three.

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

This course is being offered to introduce students to the role that warfare played in the ancient world. Armed conflict was a major factor in the development of all ancient societies, and an understanding of major conflicts and of social attitudes towards war and violence is crucial for students who wish to learn about Greece and Rome, or to understand modern assertions of the existence of a specific "Western way of war." It is also important that students learn to place ancient Greek and Roman societies in the wider cultural context of the ancient world by looking at contemporary societies and military traditions in the ancient Near East and China. The class is designed to give students new perspectives on one of the most enduring and tragic problems of the human existence, which contains particular meaning in a troubled present.

4. Check the objectives below that the course will address. The first two objectives are required and every proposal must include at least one more objective from the list below.
- ◇ a.) Critically examine the thought processes that have evolved in Western culture (**required**)
 - ◇ b.) Analyze primary works within the framework the course provides (**required**)
 - ◇ c.) Place one or more of the historical, artistic, or intellectual traditions of the West in its cultural context
 - ◇ d.) Describe how the material under study has influenced the development of Western culture
 - ◇ e.) Connect the historical roots of phenomena with later aspects of the tradition
5. Briefly explain how this class addresses each objective checked in #4. Be sure to indicate the objective by its letter. A course may cover more than three objectives.

Objective a:

The course will critically examine Western thought processes by covering cultural attitudes towards war and violence in the societies of Greece and Rome. It will include discussion of great authors like Thucydides and Caesar, whose accounts of conflict have deeply influenced later Western thought on war, as well as lesser known military theorists like the Athenian Xenophon, author of influential works on generalship in the fourth century BC. One of the required texts, John Lendon's *Soldiers and Ghosts*, discusses the development of cultural thought on war through the lens of the ancient world's love affair with the Homeric epics, still acclaimed as crucial texts in the development of Western thought.

Objective b:

The course will include frequent discussion and analysis of primary sources for ancient history. The texts assigned include selections from the Greek historians Herodotus, Thucydides, and Xenophon and the Roman writers Cicero, Caesar, Livy, and Tacitus.

Objective c:

The course will examine the cultural context of Greek & Roman warfare with discussions of the soldier's place in ancient Mediterranean societies, and the meaning of military service for economic status, gender roles, and social identity. It will also delve into the wider cultural context of early Western traditions of warfare by means of comparison with other ancient societies in the Near East and China.

6. Course Assessment: **Check below how this course will accomplish the above objectives (choose at least one).**

◇X Participating in class discussion and debate

◇ Engaging in teamwork and other collaborative exercises

◇X Writing analytical or evaluative papers, perhaps incorporating original research

◇ Making oral presentations

◇ Creating an artistic product or a performance

◇ Participating in fieldwork

◇ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan.
(<http://www.cnu.edu/Vision2010> the links are on the left side of the page.)

This course will promote the objectives of Vision 2010 by introducing students to some of history's earliest traditions on the roles of war and armed forces in human society, helping them to analyze and understand the continuing place of armed conflict in Western thought. Particularly in a modern world still torn by the problems of warfare, this course is intended to stimulate students' interests and their desire to continue independent inquiry into this topic. Through the study of war in the ancient world, students will acquire a knowledge of diverse societies that is especially desired in a liberal arts curriculum, but also a familiarity with one of world history's great problems that may prove invaluable for the ethical future leaders whom we hope to produce here at CNU.

HISTORY 220 – WAR IN THE ANCIENT WORLD

Fall 2007: Tues.-Thurs.

INSTRUCTOR: DR. JOHN HYLAND

Office: Commonwealth Hall 22

Office Hours: TBA

E-Mail: john.hyland@cnu.edu

Office Phone: 594-7230

INTRODUCTION:

This course will examine the crucial role of warfare in the societies of the ancient world, from Greece and Rome to Assyria, Persia, and China. Themes will include different societies' criteria for military service; soldiers' social roles and interactions with civilians; the effects of cultural values on military methods; the development of professional writing on the art of war; strategic and tactical features of major conflicts such as the Persian and Punic Wars; and how military systems designed for conventional battle adjusted to cope with the challenges of nomadism, insurgency, and piracy. The course is structured around lecture and discussion and will be three credit hours.

OBJECTIVES:

This course will prepare you to critically evaluate the role of war in the earliest stages of Western culture and thought. It is designed to place the Greek & Roman military tradition, which has influenced later concepts of a "Western way of war," into its original cultural context through comparison with military developments in the ancient Near East and China. It will introduce you to elements of modern scholarship on war and society in the ancient world, but above all will teach you to analyze and evaluate primary sources as evidence for ancient attitudes towards armed conflict. You will accomplish these objectives through reading of ancient and modern scholarship, attendance at topical lectures that develop the themes of the class, and discussion and debate in every class about the nature of the sources and the conclusions that can be drawn from them.

REQUIRED TEXTBOOKS:

K. Raaflaub & N. Rosenstein, eds. (1999) *War and Society in the Ancient and Medieval Worlds*

J. Lendon (2005) *Soldiers and Ghosts: a History of Battle in Classical Antiquity*

Further readings will be available as handouts or through electronic reserve at the CNU Library.

REQUIREMENTS AND EVALUATION:

1. Class attendance and participation, worth 20% of course grade. Participation includes regular attendance in class, preparation of the reading assignments for each class, and actively and knowledgeably discussing issues raised in the readings. All students will start out with a grade of B for participation, and this can go down or up at the instructor's judgment. Attendance in class is crucial for absorbing the information and skills that you will need to succeed in this course. At the beginning of every class you will be asked to sign an attendance sheet; more than three unexcused absences will result in a failing class participation grade (60% or lower). Family emergency, schedule conflict, religious observance, or serious illness, supported by proper documentation (including advance notice when possible), will result in an excused absence and will not harm your participation grade.

3. Two 5-Page Essays, each worth 25% of course grade.

Both essays will ask you to use the knowledge and skills developed through previous lectures and discussions to develop an argument, and will expect you to cite primary sources in support of your thesis. Along with each essay, you are required to submit a bibliography of at least three items, only one of which may be a textbook used in class. Essays must be double-spaced in 12-point type with standard margins.

There will be no extensions granted. Essays submitted after the class in which they are due, except in the case of excused absences, will drop a full letter grade. They will continue to drop by one full letter grade for every class day on which they are not turned in (which means that any paper handed in four or more classes late will automatically receive a failing grade).

You may not submit a paper previously written for another class, and you must provide quotation marks and specific citations in footnote format for any passage of writing that is not your own. If cases of plagiarism are discovered, they will be punished by a grade of F for the course and can lead to further disciplinary action including possible expulsion from the university.

4. Final Exam at end of course, worth 30% of course grade. The exam will be two and a half hours in length, and will consist of two parts: short identification questions about terms, people, places, and events of importance in the course (33%); and an essay section presenting a choice of two out of four questions (each question 33%). The exam will cover material from the entire length of the course.

GRADING SCALE:

A+=98-100; A=93-97; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F=0-59

Explanation of Paper Grades

A-range: Outstanding and original argument, well-supported with perfect citations and format; quality of writing excellent.

B-range: Good with some room for improvement; writing errors few and far between.

C-range: Average, with some errors of content; some problems in format and/or writing.

D-range: Poor, suffering from frequent factual errors and major problems of organization, format, and writing.

F: Failure to complete the assignment.

STUDENTS WITH DISABILITIES:

If you believe that you have a disability, you should make an appointment to discuss your needs. In order to receive an accommodation, your disability must be on record in Disability Services located in the Academic Advising Center, Student Union, Room 3125 (Telephone - 594-8763; Fax - 594-8765). If you have any questions, please call Debbie Witt at 594-8763.

LECTURE AND ASSIGNMENT SCHEDULE:

Week 1

- Aug. 28 Introduction: Culture and Conflict in the Ancient World
 - first lecture: no advance reading required
- Aug. 30 All the King's Men: Land-ownership and Conscription in Ancient Mesopotamia
 - handout: short reading on Mesop. conscription from J. Sasson, *Civilizations of the Ancient Near East*

Week 2

- Sept. 4 Power and Propaganda: Assyrian Warfare as seen through Royal Inscriptions
 - e-reserve: Sargon II's "Eighth Campaign" Inscription, selections
- Sept. 6 Army life on the Assyrian frontiers: the evidence of the Nineveh letters
 - e-reserve: select Nineveh letters (especially Bel-Ibni texts from Babylon/Elam)

Week 3

- Sept. 11 The Persian Empire: warrior values and ethnic exclusivity
 - P. Briant, "The Achaemenid Empire" (Raaflaub & Rosenstein, pp. 105-117)
- Sept. 13 Amateur soldiers in Archaic Greece: the farmer Hoplite and the early city-state
 - K. Raaflaub, "Archaic & Classical Greece" (Raaflaub & Rosenstein, pp. 129-141)
- Week 4**
- Sept. 18 Greek Victory, Persian Disaster: explaining the failed invasions of 490 and 480 BC
 - Lendon pp. 58-77
 - e-reserve: Herodotus, *The Histories* (selections)
- Sept. 20 An education in repression: the *Agoge* and the army in Classical Sparta
 - e-reserve: P. Cartledge selection on the Spartan military training system
- Week 5**
- Sept. 25 Rowing for Democracy: naval service and political education in Classical Athens
 - e-reserve: B. Strauss selection on the Ath. navy as "school of democracy"
- Sept. 27 The Peloponnesian War
 - Lendon pp. 78-90
 - e-reserve: Thucydides, *History of the Peloponnesian War* (selections)
- Week 6**
- Oct. 2 Mercenaries and Military Theory in 4th-Century Greece
 - Lendon pp. 91-114
 - e-reserve: Xenophon, *Anabasis* (selections)
- Oct. 4 Alexander the Great and the defeat of the Persian imperial army
 - Lendon pp. 115-139
 - e-reserve: D. Engels, "The Macedonian Army and its Logistic System"
- Week 7**
- Oct. 9 **NO CLASS: FALL RECESS**
- Oct. 11 Alexander in the East and the problem of Insurgency
 - e-reserve: A.B. Bosworth selection on Alexander in Bactria
- Week 8**
- Oct. 16 Ritual and the role of Warfare in Shang and Zhou China
 - R. Yates, "Early China" (Raaflaub & Rosenstein, pp. 7-25)
- Oct. 18 The Chinese wars of unification and the first emperors
 - R. Yates, "Early China," contd. (Raaflaub & Rosenstein, pp. 25-35)
- Week 9**
- Oct. 23 Sunzi's Art of War and Chinese military theory
 - e-reserve: Sunzi, *The Art of War*, selections
- Oct. 25 Han Frontier Defense and the problem of the Xiongnu
 - e-reserve: M. Loewe, *Military Operations in the Han Period*, pp. 1-25.
- Week 10**
- Oct. 30 The tradition of the Farmer-Soldier in early Rome
 - N. Rosenstein, "Republican Rome" (Raaflaub & Rosenstein, pp. 193-205)
 - Lendon pp. 172-192

Nov. 1	The 1 st Punic War: Rome and the problems of naval power - e-reserve: A. Bernstein, "The Strategy of a Warrior-State: Rome and the Wars against Carthage, 264-201 B.C." pp. 56-73
Week 11	
Nov. 6	The 2 nd Punic War: Hannibalic genius and Roman persistence - e-reserve: A. Bernstein, "The Strategy of a Warrior-State: Rome and the Wars against Carthage, 264-201 B.C." pp. 74-84 - e-reserve: Livy, <i>The War with Hannibal</i> (selections)
Nov. 8	Landless Legions: the 2 nd -Century army and the reforms of Gaius Marius - N. Rosenstein, "Republican Rome," contd. (Raaflaub & Rosenstein, pp. 205-211) - Lendon pp. 193-211
Week 12	
Nov. 13	Gnaeus Pompeius and the menace of Mediterranean Piracy - e-reserve: Cicero, <i>On the Campaign of Gnaeus Pompeius</i> (excerpts)
Nov. 15	Julius Caesar's Army and the Wars in Gaul - Lendon pp. 212-232 - e-reserve: Caesar, <i>Gallic Wars</i> (excerpts)
Week 13	
Nov. 20	Politics and Pay Raises: the Roman soldier in the Civil Wars - e-reserve: selection from A. Goldsworthy's work on the late Republican army
Nov. 22	NO CLASS: THANKSGIVING RECESS
Week 14	
Nov. 27	The Early Imperial Army and the Building of Fixed Frontiers - B. Campbell, "The Roman Empire" (Raaflaub & Rosenstein pp. 217-230)
Nov. 29	The Imperial Army in Action: the Judaeen Revolt of 66-70 - Lendon pp. 233-260
Week 15	
Dec. 4	Soldier Citizens: the military and the cultural Romanization of the provinces - e-reserve: Tacitus, <i>Agricola</i> (selections) - e-reserve: selections from R. MacMullen's work on army in Imperial society
Dec. 6	New enemies, new recruits: the Roman Army in the age of Germanic Invasion - Lendon pp. 261-309
TBA	FINAL EXAM

FACULTY COUNCIL ON LIBERAL LEARNING: AREA OF INQUIRY COURSE APPROVAL FORM

PART A:

Course Number and Title: HIST 220 War in the Ancient World

Department: History

Date of Faculty Council Vote:

PART B:

Area of Inquiry: Check One

- ☒ **Western Traditions**
- ☐ **Global and Multicultural Perspectives**
- ☐ **Formal and Informal Reasoning**
- ☐ **Investigating the Natural World**
- ☐ **Creative Expressions**
- ☐ **Identity, Institutions and Societies**

PART C:

If course is Not Approved, additional comments may be added on the reverse side. Proposal is then to be returned to the Department that submitted it.

PART D:

Organization	Signature	Date	Approve	Do Not Approve*
Liberal Learning Council				
CLAS Curr. Comm				
SofB Curr. Comm				
CLAS Dean				
SofB Dean				
UCC Chair				
Faculty Senate Pres.				

*If "Do Not Approve", please explain why.