

Classical Warfare

Cultures of Conflict

When we think of Greece and Rome, we often think of their wars. Xerxes and his Persians sacking Athens and burning the Parthenon, the Spartans at Thermopylae, the Roman army and its engineering marvels, and the sword-and-sandal films that keep these images fresh in our minds. But how did ancient people think about warfare? What stories did they tell about their own experiences? How did warfare shape their lives?

In this course, we will examine the impact of war, militarism, and conquest on the lives of ancient people. We will begin with a study of the Peloponnesian War and the idea of militarism in Greek cultures. For the majority of the term, we will examine the Roman army, from its conquest of Gaul (as told by its general Julius Caesar) to the lives of soldiers living at border forts. Elements of technology and engineering will weave their way through our narrative. At the end of the quarter, students will be able to recount some of the major events of ancient Greek and Roman warfare, but also understand how wars intervened in constructions of identity, state, and landscape across the Mediterranean.

Course Goals

In this course, students will 1) develop a familiarity with the major events, motivations, and consequences of key military actions in Greek and Roman history, 2) Engage critically with primary sources to identify underlying assumptions, perspectives, and biases prevalent in ancient works, 3) analyze material remains of Greek and Roman armies and warfare to produce historical narratives, 4) Synthesize primary and secondary sources to develop a thesis statement, and 5) develop stronger skills in writing, studying, and note taking to aid in their learning.

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INSTRUCTOR

Dr. Lindsey Mazurek
311 McKenzie Hall
Email: lmazurek@uoregon.edu

Office Hours: Mondays and
Wednesdays 1-2:30 PM, or by
appointment.

Campus Resources for Illnesses, Accessibility, and Mental Health

I intend for this class to be an accessible and inclusive learning environment. If you anticipate any problems with the format or requirements of this course due to an illness, disability, or other extenuating circumstance, please let me know as soon as possible. I am happy to meet with you and find a way for you to participate successfully in this course.

-If you need help accessing accommodations on campus, contact UO's Accessible Education Center. They are located in 164 Oregon Hall and can be reached at 541-346-1155 or through their website at <https://acc.uoregon.edu/>

-If you are struggling with mental health issues or substance abuse problems, counseling and support is available to all UO students in the Counseling Center: <https://counseling.uoregon.edu/>

-If you need access to health care services and/or help understanding your medical insurance options, visit the Student Health Center on 13th Ave or check out their website at <https://health.uoregon.edu/>

If you need help but are unsure where to go or who to ask, please come see me in office hours and I will do my best to connect you with campus or community resources.

Academic Misconduct

My policy is to assume that all of my students are acting honestly and ethically until proven otherwise. When presented with evidence to the contrary, however, I will refer cases to the Dean of Students and/or the Office of Student Conduct and Community Standards as appropriate.

From the Dean of Students: "The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism."

Help & Resources

If you are confused or have questions:

1. Ask in class

You will have the opportunity at the beginning of every class to ask questions without penalty or prejudice. I will answer these immediately or get back to you ASAP.

2. Speak to me after class

Usually, it takes me 5-10 minutes to pack up and leave the classroom. Feel free to come speak to me more privately after class or walk with me to my next class/appointment to discuss your question.

3. Make an appointment

Feel free to send me an email with your questions; I do my best to respond within a few hours. If you'd like to speak to me at length, come to my office hours or schedule an appointment to meet. I check my email regularly between the hours of 10 AM and 10 PM.

4. Use online resources

Google, when used appropriately, often turns up the requisite Oregon webpages!

ASSESSMENTS AND EXPECTATIONS

Class Engagement (15%) -

Attendance and participation are required in this course. I will pass around an attendance sheet at the beginning of each class. The “engagement” grade is meant to encourage you to find and articulate your own interests in antiquity and to share these with your peers and instructors both in and out of class. Ask your professor if you’re having trouble participating.

Short Paper (30%) - Over the course of the term, students will write **one 4-5 page** paper. This project has 3 parts. **1)** The professor will provide a list of topics in Week 2 that will serve as a starting point for your writing. You will sign up for a topic by the end of Week 2. **2)** Throughout the quarter, you will write **4 journal entries of 300 words on Canvas**. These journals must identify and analyze a text, object, or idea related to your paper topic. **3)** Write a paper and submit it via Canvas in Week 9. These papers must advance a critical argument based in a thorough reading of ancient texts and contemporary scholarship and offer comparisons and critiques based on our readings and discussions in class. You are required to conduct outside research for this paper, and must cite at least 2 outside sources in your paper. Your sources must be credible, and you are limited to material to books and articles accessed through the UO Library **ONLY**. This means that **no web sources are permitted**. There are sources that you can use posted on Canvas, and the professor is happy to help you find resources in office hours.

Midterm Exam (25%) - You will also be assessed on your familiarity with course readings and general factual knowledge. The exam will consist of a series of multiple choice, fill in the blank, and short answer questions. You will complete this exam on Canvas over the weekend during the 6th week of term.

Final Exam (30%) - The final exam is comprehensive and is designed to allow you to show your learning through a range of activities. The exam will consist of short answers, longer essays, fill in the blank, and definition questions. We will take the exam during the assigned final exam period for the course.

Course Policies - I intend my classes to be safe spaces for discussing difficult and intellectually challenging issues. This requires you to treat your classmates and me with respect: allowing others to speak, debating respectfully, avoiding raised voices and/or hurtful language, and refraining from posting about other students on social media. Everyone has the right to express their thoughts, challenge their own opinions, and change their mind as we progress through the semester: it is your responsibility to provide your classmates with the respect and freedom to experiment and learn. Students who violate these guidelines will be given one warning and then either removed from the classroom or referred to university administration, as deemed appropriate by the instructor.

Late Work Policy - All assignments must be turned in to the professor by the beginning of the class period on the due date. After class begins, your work is considered late. Unexcused work can be submitted up to 24 hours after the original deadline at a 7% grade penalty (i.e., an A+ paper turned in late will become an A- paper if turned in at the end of class). Excused late work is limited to personal illness that requires a doctor’s visit, an unexpected family emergency, and religious holidays. If you need to turn in work late due to a university extracurricular activity (i.e. athletic event, participation in a conference), please make prior arrangements with your instructor and provide appropriate documentation.

ASSESSMENTS AND EXPECTATIONS

Recording Policy

Recording of class sessions *without the express written permission of the instructor* is not only prohibited, it is illegal. Students caught recording without permission will be removed from the classroom; further action may be taken as deemed necessary by the professor. If you would like to record lectures or need to do so for medical reasons, you must get permission in writing. (Emailed requests are fine).

Electronics Policy

Research has shown that the majority of students learn better by writing out notes longhand. Please print out your readings and bring them to class. I strongly discourage electronics in my classroom unless the Accessible Education Center has suggested you use one to facilitate your participation in this course. During class, I ask that you place all electronic devices, including phones, laptops, and tablets, into your bag. If you plan to use a computer, please take a seat at the back of the room to minimize disruption, unless you need to be in the front due to eyesight or accessibility issues. You may find an internet blocking software like SelfControl helpful.

Grade Policies

The grade scale in this course will follow the Department of History's guidelines: <https://history.uoregon.edu/undergraduate/grading-policy/>.

In general, please communicate any issues with the professor as soon as possible. Emergencies happen. If you anticipate a problem with a course deadline, contact your section leader as soon as possible to make alternate arrangements. The earlier you communicate, the better your outcome will probably be. Not all requests can be honored.

No extra credit will be granted without extenuating circumstances.

Strategies for Success

Reading - Do the reading! Do the reading! Do the reading! The easiest way to succeed is to keep up with the assigned readings for this course. Make sure you complete the assignment before you come to lecture or section. You will be able to follow our discussions better if you are already familiar with the material. Repetition helps you learn, so it may be helpful to read a difficult piece twice.

It is important that you practice active reading. Highlight or underline key points or events in your text. If there is a word you don't know (and there will be many!), look it up. You can use a reputable dictionary like merriam-webster.com or the university library website. If there is something you don't understand, ask your section leader or professor. The very best student I've ever had came into class every day and said "I didn't understand ANYTHING!" She always had a long list of questions, and frequently pointed to specific paragraphs she found difficult. It is my goal to make all of this understandable.

Take Good Notes - During lecture, it is important that you pay attention and take notes, preferably by hand. Each lecture and discussion will have a general theme that links all of the specific texts, sites, and people together. Try to identify the theme as you listen. Note the who, what, where, when, and "why this is important" of the people and places we discuss. At the end of class, try to summarize the conversation in two sentences. This will help you synthesize your knowledge. During discussion, make sure to listen to your classmates carefully. What questions and topics pop up? What parts of the reading do they focus on? Jot down the key insights the section leader and your classmates raise. These will help you generate ideas for your papers.

Make a Plan: It can be easy to let deadlines sneak up on you, but timeliness is very important in the quarter system. You should expect to put about 10 hours of work per week into this class. I recommend making a schedule and identifying where and when you will complete your 10 hours of work.

Required Texts

These books are required to complete the course. You can find them at the Duck Store or order them online using the ISBN provided. If you are having trouble affording the books, please come see the professor. Not having the book is not an excuse to skip the reading.

- Thucydides (trans. J. Hanink): *How to Think about War: an Ancient Guide to Foreign Policy*. Princeton University Press, ISBN 9780691190150
- Julius Caesar, *The Landmark Julius Caesar* (Trans. K. Raaflaub) Pantheon Press, ISBN 9780307377869

Reading and Assessment Schedule

Reading assignments are due and will be discussed on the day listed

<p>Week 1— Welcome!</p>	<p>Apr. 1: Syllabus Overview Apr. 3: Modern Perspectives on Ancient Warfare Reading-Hanink, “Introduction.”</p>
<p>Weeks 2 - 3 Greek Precursors: The Peloponnesian War</p>	<p>Apr. 8 - Sparta -Plutarch, <i>Life of Lycurgus</i> (Canvas) Apr. 10 - Classical Greece and the Rhetorics of War I Reading: Hanink, “On Justifying a War” (1-29), “On Dying for Your Country” (29-75) Sign up for a paper topic on Canvas Apr. 15: Classical Greece and the Rhetorics of War II Reading: Hanink, “On Holding the Course” (75-100), “On Realpolitik” (101-158), Apr. 17: Classical Greece and the Rhetorics of War III Reading: Hanink, “On Ruthlessness” (159-200), “On Launching a Foreign Invasion” (201-62)</p>

Weeks 4 - 5 The Beginnings of Roman Militarism	Apr. 22: The Nature and Structure of the Army -Gilliver, "The Augustan Reform and the Structure of the Imperial Army" (Canvas) Apr. 24: The Punic Wars -Lazenby, "Rome and Carthage" (Canvas) Apr. 29: Rhetorics of Victory, Rhetorics of Defeat -Clark, "Costs and Benefits: Winning the Second Punic War," (on Canvas, with reading guide)
Weeks 5 - 7 Julius Caesar: a Case Study in Roman Conquest	May 1: Beginnings of the Gallic War -Landmark Caesar, Book 1 May 6: Ethnography and Empire -Landmark Caesar, Book 4 ***First 2 journal entries due on Canvas*** May 8: A Failure in Britain -Landmark Caesar, Book 5 ***Midterm Exam Open on Canvas*** May 13: Vercingetorix the Gallic Hero -Landmark Caesar Book 7 ***Midterm Exam Due***
Week 8 The Culture of Militarism at Rome	May 15: The Roman Triumph -Beard, "Pompey's Finest Hour?" (Canvas) May 20: Visualizing Conquest -Edwards, "The Art of Conquest" (Canvas)
Week 9 The Lives of Roman Soldiers	May 22: Life in a Roman Fort -Bowman, "Outposts of Empire: Vindolanda, Egypt, and the Empire of Rome" (Canvas) ***Last 2 journal entries due on Canvas*** NO CLASS MAY 27: MEMORIAL DAY May 29: Women and Children in the Roman Army -Greene, "Female Networks in Military Communities in the Roman West: a View from Vindolanda" (Canvas) ***Short Paper Due Before Class***
Week 10 Representations of Roman Militarism in Modern Culture	June 3: Sword and Sandal I - Film: <i>Warriors</i> (1979, dir. Walter Hill) - Xenophon, <i>Anabasis</i> (selections on Canvas) June 5: Putting the Past in the Present - Discussion of <i>Warriors</i> - Final exam review