

Term Information

Effective Term Spring 2014
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Move History 2212 to 3000-level as History 3216.

Addition of Global Studies GE requirement.

What is the rationale for the proposed change(s)?

Please see attached syllabus for Global Studies rationale.

Rationale for move to 3000-level: The course has been made more challenging by the addition of reading and one more writing assignment. The need in the department for more 3000-level courses for our majors. The difficulty of the existing course for 2000-level intermediate students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3216
Previous Value	2212
Course Title	War in the Ancient Mediterranean World
Transcript Abbreviation	War Anc Med World
Course Description	A survey of military history from the late Bronze Age to the fall of the Roman Empire in the West.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.
Previous Value	Prereq or concur: English 1110.xx.
Exclusions	Not open to students with credit for 2212 or 504.01
Previous Value	Not open to students with credit for 504.01.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Quarters to Semesters

Quarters to Semesters	Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted	History 504.01: The Ancient Mediterranean World - War in the Ancient Mediterranean World.

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Historical Study; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)
[General Education course:](#)
[Historical Study](#)
[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- War and its connection with social and economic developments in the Ancient Near East
- Greece
- Rome
- Alexander the Great and the conquest of Persia
- Hannibal
- Caesar's Gallic and civil wars
- Augustus and the army
- Imperial grand strategy
- The fall of the Roman empire
- The Persian and Peloponnesian Wars

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 2212 War in the Ancient Mediterranean World Nate Rosenstein original syllabus.docx
(Syllabus. Owner: Roth,Randolph Anthony)
- History 3216 War in the Ancient Mediterranean World Nate Rosenstein with rationales (formerly History 2212).docx
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- Changes made 4-16-2013 to syllabus. *(by Roth,Randolph Anthony on 04/16/2013 10:31 PM)*
- See 4-16-13 e-mail to R. Roth. *(by Vankeerbergen,Bernadette Chantal on 04/16/2013 10:05 AM)*
- before course is taught, references to "quarter" s/b updated and an A+ is not a grade. *(by Heysel,Garett Robert on 03/29/2013 06:31 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	02/28/2013 11:39 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	02/28/2013 11:40 PM	Unit Approval
Approved	Heysel,Garett Robert	03/18/2013 10:11 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/22/2013 11:06 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	03/27/2013 09:55 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	03/27/2013 09:55 AM	Unit Approval
Approved	Heysel,Garett Robert	03/29/2013 06:31 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/16/2013 10:05 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	04/16/2013 10:31 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	04/16/2013 10:32 PM	Unit Approval
Approved	Heysel,Garett Robert	04/22/2013 02:29 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	04/22/2013 02:29 PM	ASCCAO Approval

Prof. N. Rosenstein
373 Dulles Hall
Office Hours M&W 3:00-4:00
Office telephone: 292-7645
e-mail: rosenstein.1@osu.edu

**History 2212:
WAR IN THE ANCIENT MEDITERRANEAN WORLD**

Spring, 2013

Readings

Required Books:

Arrian, *The Campaigns of Alexander*, Penguin 9780140442533
Caesar, *The Conquest of Gaul*, Oxford U.P. 9780199540266
Caesar, *The Civil Wars*, Oxford U.P. 9780199540624
Campbell, B. *The Roman Army, 31 BC-AD 337*, Routledge 9780415071734
Herodotus, *The Histories*, Penguin, 9780140449082
Livy, *Hannibal's War*, Oxford U.P. 9780199555970
Polybius, *The Rise of the Roman Empire*, Penguin 9780140443622
Raaflaub and Rosenstein, *War and Society in the Ancient and Medieval Worlds*, Harvard
9780654006591
Sage, M. *Warfare in Ancient Greece*, Routledge 9780415143554
Thucydides, *The Peloponnesian War*, Hackett 9780872203945

In addition, the works of the ancient authors listed above are also available at various sites on the web, for example at [The Internet Classics Archive](#); [Forum Romanorum](#); Perseus ([Old Perseus](#) or [New Perseus](#)) or [Lacus Curtius](#). I have no objection to students reading the assignments there.

Copies are also on reserve at the Thompson Library, as are the following titles.

Recommended Books:

Engles, D. *Alexander the Great and the Logistics of the Macedonian Army*, University of California Press, 9780520042728
Hanson, V. *The Western Way of War*, University of California Press, 9780520219113
Luttwak, E. *The Grand Strategy of the Roman Empire*, Johns Hopkins University Press, 9780801821585

A Note on eBooks: Editions of several ancient authors are available for eReaders like Nook, Kindle, and the iPad at very little cost or free. It is fine to use an e-edition for this class; however be careful of two things. First, some of these editions are either incomplete or in Greek or Latin

or both. So be sure you are downloading a complete text in English (unless you want the text in Greek or Latin or some other language). Secondly, not all translations are equal. For Thucydides, I would recommend the Crawley translation; for Herodotus, Rawlinson's translation; for Polybius, Paton's. You may have to go to Amazon or iBooks and preview the title pages of the e-editions to find out the translator. Caesar's Latin is simple enough that almost any translation is fine. For other translations, it's best to check with me before downloading. Livy, *Hannibal's War* is available both for Kindle and Nook. Campbell, *The Roman Army, 31 BC-AD 337*, is available from Kindle for a fraction of the paperback price or for rent for even less. Sage, *Warfare in Ancient Greece* can also be rented from Kindle.

Objectives

This course offers an advanced survey of military history from the Bronze Age in Greece (ca. 1200 B.C.) to the fall of the Roman Empire in the West (A.D. 476) and focuses on six interconnected themes: tactical and technological developments in warfare; military strategy and interstate diplomacy; the reciprocal effects of war and political systems upon one another; the social and economic bases of military activity; conversely, the impact of war on society, particularly its role in the economy and its effect upon the lives of both participants and non-combatants; finally, the ideological dimensions of war. In addition, students will be introduced to some of the basic problems in this field which historians are currently attempting to solve as well as to some of the most important hypotheses their work has produced. In the process, students will become acquainted with certain of the principal research tools and techniques which ancient historians have developed to aid them in their investigations.

Requirements

Undergraduate students in this course will be required to take two mid-terms and one final examination, each of which must be completed in order to pass the class. A student's grade will be determined as follows: each mid-term exam will count for twenty-five percent of the final grade, the final exam will count for thirty-five percent, and participation in discussion section will count for the remaining fifteen percent. Graduate students' exams will be graded on a standard more appropriate to their status, and they will also be expected to write a lengthy term paper (in the twenty to twenty-five page range) on a topic to be developed individually in consultation with the instructor. The weighting of the various components for graduate students will be as follows: each mid-term, 20 percent; final, 30 percent; term paper 30 percent. **Students should be aware that the required readings for this course are heavy, about 260 pages per week. Students interested in an easy course should look elsewhere.**

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Accommodation

Any student who feels he or she may need an accommodation based on the effects of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore possible accommodations. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing appropriate accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Statement on Academic Misconduct

Students are reminded that all work for the course must be their own. Passing someone else's work off as your own constitutes plagiarism. This or any other form of academic misconduct, such as cheating on exams, will be dealt through the procedures established by the Committee on Academic Misconduct. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Learning Outcomes: By completing the requirements for this course, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Gain communications skills in exams, papers, discussions.

Website: The website for this course is www.carmen.osu.edu

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Schedule of Lectures and Reading Assignments

First Week

January 9: War in a Pre-Industrial World

January 10: Discussion Sections Meet

January 11: Homeric Warfare and the Origins of the Phalanx

- Readings:
 - Homer, *Iliad* Books 3-8; 11-16
The text of Homer's *Iliad* is on reserve in the Thompson Library and can also be found at either of the websites listed above

Second Week

January 16: Hoplites and Phalanges: The Experience of Battle

- Readings:
 - Sage, *Warfare*: 25-40, 72-81, 94-107

January 17: Discussion Sections Meet

January 18: War and Society in the Archaic Age of Greece

- Readings:
 - Sage, *Warfare*: 40-72, 107-134
 - *War and Society in the Ancient and Medieval Worlds (WSAMW)*: 129-141

Third Week

January 23: The Origins of the Persian Wars

- Readings:
 - Sage, *Warfare*: 81-90; Herodotus, 1.1-130, 5.28-6.140 (=Book 1, chapters 1-130, Book 5, chapter 28 through Book 6, chapter 140)
 - *WSAMW*: 105-128

<http://ancienthistory.about.com/od/persianwars/a/TimePersianWars.htm>

January 24: Discussion Sections Meet

January 25: Greece Against Persia

- Readings:
 - Herodotus, 7.1-9.89

Fourth Week

January 30: Seapower and The Rise of the Athenian Empire

- Readings:
 - Herodotus, 9.90-122
 - Thucydides, 1.89-117
 - *WSAMW*: 141-153

January 31: Discussion Sections Meet

February 1: The Peloponnesian War: Origins, Strategies, and Early Encounters

- Readings:
 - Thucydides, 1 (entire)

<http://ancienthistory.about.com/cs/peloponnesianwar/a/timepelopwar.htm>

Fifth Week

February 6: The Peloponnesian War: The Early Stages

- Readings:
 - Thucydides, 2-5.24

February 7: Discussion Sections Meet

February 8: The Peloponnesian War: The Middle Phases

- Readings:
 - Thucydides, 5.25-7.87

Sixth Week

February 13: The Fall of Athens

- Readings:
 - Thucydides, 8
 - Xenophon, *Hellenica (A History of My Times)* 1.1.1-2.2.23.
The text of Xenophon's *Hellenica* is on reserve in the Thompson Library and can also be found at several of the websites listed above.

February 14: Discussion Sections Meet

February 15: **MIDTERM I**

Seventh Week

February 20: The Fourth Century: A Military Revolution?

- Readings:
 - Sage, *Warfare*: 135-61

February 21: Discussion Sections Meet

February 22: Alexander the Great: The March to Persia

- Readings:
 - Arrian, 1.1-16, 2.2-27, 3.6-15
 - *WSAMW*: 163-173

Eighth Week

February 27: Hellenistic Warfare

- Readings:
 - Sage, *Warfare*: 197-227
 - *WSAMW*: 173-185

February 28: Discussion Sections Meet

March 1: The Foundations of the Roman Empire

- Readings:
 - Polybius, 2.24, 6.19-42, 18.28-32
 - *WSAMW*: 193-205

Ninth Week

March 6: The Hannibalic War: Origins, Strategies and Early Encounters

- Readings:
 - Polybius, 2.1, .13, .36; 3.1-118, 6.58
 - Livy, 21-22)

March 7: Discussion Sections Meet

March 8: The Hannibalic War: From Cannae to the Metaurus

- Readings:
 - Polybius, 7.9, 8.3-7, 9.3-11, .22-26, 11.1-3, .19
 - Livy, 23-27 (entire)

March 11-13: SPRING BREAK: NO CLASS

Tenth Week

March 20: The Hannibalic War: The Defeat of Carthage

- Readings:
 - Polybius, 10.2-40, 14.1-11, 15.1-19
 - Livy 28-30 (entire)

March 21: Discussion Sections Meet

March 22: MIDTERM II

Eleventh Week

March 27: The Army of the Late Republic

- Readings:
 - *WSAMW*: 205-216

March 28: Discussion Sections Meet

March 29: Caesar and Gaul

- Readings:

- Caesar, *The Conquest of Gaul* (entire)

Twelfth Week

April 3: Caesar and the Civil War

- Reading:
 - Caesar, *Civil Wars*, Books I-III.

April 4: Discussion Sections Meet

April 5: Augustus and the Creation of the Imperial Army

- Readings:
 - Campbell, *Roman Army*: pp. 1-78, 181-192
 - *WSAMW*: 217-240

Thirteenth Week

April 10: “Grand Strategy” and the Army at War

- Readings:
 - Campbell, *Roman Army*: 79-109

April 11: Discussion Sections Meet

April 12: The Army at Peace

- Readings:
 - Campbell, *Roman Army*: 110-180, 193-231

Fourteenth Week

April 17: The Crisis of the Third Century

- Readings:
 - Campbell, *Roman Army*: 231-240

April 18: Discussion Sections Meet

April 19: The “Fall” of the Roman Empire and War in the Early Middle Ages

- Readings:
 - *WSAMW*: 271-307

Final Exam: WEDNESDAY APRIL 24 2:00-3:45PM

Prof. N. Rosenstein
373 Dulles Hall
Office Hours M&W 3:00-4:00
Office telephone: 292-7645
e-mail: rosenstein.1@osu.edu

**History 3216:
WAR IN THE ANCIENT MEDITERRANEAN WORLD**

Spring, 2014

Readings

Required Books:

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Hanson, V. *The Western Way of War*, University of California Press, 9780520219113
Herodotus, *The Histories*, Penguin, 9780140449082
Livy, *Hannibal's War*, Oxford U.P. 9780199555970
Luttwak, E. *The Grand Strategy of the Roman Empire*, Johns Hopkins University Press, 9780801821585
Polybius, *The Rise of the Roman Empire*, Penguin 9780140443622
Raaflaub and Rosenstein, *War and Society in the Ancient and Medieval Worlds*, Harvard 9780654006591
Sage, M. *Warfare in Ancient Greece*, Routledge 9780415143554
Thucydides, *The Peloponnesian War*, Hackett 9780872203945

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translation; for Polybius, Paton's. You may have to go to Amazon or iBooks and preview the title pages of the e-editions to find out the translator. Caesar's Latin is simple enough that almost any translation is fine. For other translations, it's best to check with me before downloading. Livy, *Hannibal's War* is available both for Kindle and Nook. Campbell, *The Roman Army, 31 BC-AD 337*, is available from Kindle for a fraction of the paperback price or for rent for even less. Sage, *Warfare in Ancient Greece* can also be rented from Kindle.

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Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. **Theories of History:** The course is grounded in several theories of history: that the character of societies shapes the ways in which they make war; that war is a driver of technological, political, cultural, social, and economic change; and that war is an extension of politics by other means. **Historical Methods:** The course proceeds by a theoretically informed empirical study combined with a close, analytical reading of the ancient sources.

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical Debates:** The causes of the conflicts treated in this course as well as their consequences are the subject of ongoing historical debate. **Contemporary Debates:** Analysis of the causes and effects of ancient wars provides a basis for discussion of the causes and consequences of conflict in the modern world and the possibility of resolving these by means other than war.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio- cultural context. The course presents students with a variety of sources and asks them to analyze how the sources illustrate the themes of the course. The course has been designed to take a “whole history” approach, including politics, economics, society, and culture.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Both the required paper and the essay questions on the exams address these points explicitly.

Diversity / Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World. The ancient authors and modern books selected for this course examine the political, economic, social, cultural, and philosophical aspects of ancient warfare. Together they address the question of why people in western antiquity were unable to live together without generating unmanageable conflict

2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The course uses the lens of warfare to examine questions of differences and similarities between ancient cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. The wars the course examines are just these sorts of ethnically, nationally, and religiously framed movements.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. In their paper and in their exam essays, the students analyze specific moments or issues raised by ancient wars in terms of their local and their global significance.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments. Students in their exams, paper, and discussion sections will describe theories of international conflict as they apply to ancient wars.
6. Students will understand the roots and structures of today's globalized world. The cultures and governments of the ancient Mediterranean societies examined in this course provide many of the foundations of the modern, globalized world.

Requirements

Undergraduate students in this course will be required to take two mid-terms and one final examination, and turn in a final paper, each of which must be completed in order to pass the class. A student's grade will be determined as follows: each of the two mid-term exams will count for fifteen percent of the final grade, the final exam for thirty percent, the paper for twenty-five percent, and participation in discussion section will count for the remaining fifteen percent.

Students should be aware that the required readings for this course are heavy, about 260 pages per week. Students interested in an easy course should look elsewhere.

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Website: The website for this course is www.carmen.osu.edu

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Schedule of Lectures and Reading Assignments

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January 10: Discussion Sections Meet

January 11: Homeric Warfare and the Origins of the Phalanx

- Readings:
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Second Week

January 16: Hoplites and Phalanges: The Experience of Battle

- Readings:
 - Sage, *Warfare*: 25-40, 72-81, 94-107
 - Hanson, *The Western Way of War*

January 17: Discussion Sections Meet

January 18: War and Society in the Archaic Age of Greece

- Readings:
 - Sage, *Warfare*: 40-72, 107-134
 - *War and Society in the Ancient and Medieval Worlds (WSAMW)*: 129-141

Third Week

January 23: The Origins of the Persian Wars

- Readings:
 - Sage, *Warfare*: 81-90; Herodotus, 1.1-130, 5.28-6.140 (=Book 1, chapters 1-130, Book 5, chapter 28 through Book 6, chapter 140)
 - *WSAMW*: 105-128

<http://ancienthistory.about.com/od/persianwars/a/TimePersianWars.htm>

January 24: Discussion Sections Meet

January 25: Greece Against Persia

- Readings:
 - Herodotus, 7.1-9.89

Fourth Week

January 30: Seapower and The Rise of the Athenian Empire

- Readings:
 - Herodotus, 9.90-122
 - Thucydides, 1.89-117

- WSAMW: 141-153

January 31: Discussion Sections Meet

February 1: The Peloponnesian War: Origins, Strategies, and Early Encounters

- Readings:
 - Thucydides, 1 (entire)

<http://ancienthistory.about.com/cs/peloponnesianwar/a/timepelopwar.htm>

Fifth Week

February 6: The Peloponnesian War: The Early Stages

- Readings:
 - Thucydides, 2-5.24

February 7: Discussion Sections Meet

February 8: The Peloponnesian War: The Middle Phases

- Readings:
 - Thucydides, 5.25-7.87

Sixth Week

February 13: The Fall of Athens

- Readings:
 - Thucydides, 8
 - Xenophon, *Hellenica (A History of My Times)* 1.1.1-2.2.23.
The text of Xenophon's *Hellenica* is on reserve in the Thompson Library and can also be found at several of the websites listed above.

February 14: Discussion Sections Meet

February 15: **MIDTERM I**

Seventh Week

February 20: The Fourth Century: A Military Revolution?

- Readings:
 - Sage, *Warfare*: 135-61

February 21: Discussion Sections Meet

February 22: Alexander the Great: The March to Persia

- Readings:
 - Arrian, 1.1-16, 2.2-27, 3.6-15
 - WSAMW: 163-173
 - Engles, *Alexander the Great and the Logistics of the Macedonian Army*

Eighth Week

February 27: Hellenistic Warfare

- Readings:
 - Sage, *Warfare*: 197-227
 - *WSAMW*: 173-185

February 28: Discussion Sections Meet

March 1: The Foundations of the Roman Empire

- Readings:
 - Polybius, 2.24, 6.19-42, 18.28-32
 - *WSAMW*: 193-205

Ninth Week

March 6: The Hannibalic War: Origins, Strategies and Early Encounters

- Readings:
 - Polybius, 2.1, .13, .36; 3.1-118, 6.58
 - Livy, 21-22)

March 7: Discussion Sections Meet

March 8: The Hannibalic War: From Cannae to the Metaurus

- Readings:
 - Polybius, 7.9, 8.3-7, 9.3-11, .22-26, 11.1-3, .19
 - Livy, 23-27 (entire)

March 11-13: SPRING BREAK: NO CLASS

Tenth Week

March 20: The Hannibalic War: The Defeat of Carthage

- Readings:
 - Polybius, 10.2-40, 14.1-11, 15.1-19
 - Livy 28-30 (entire)

March 21: Discussion Sections Meet

March 22: MIDTERM II

Eleventh Week

March 27: The Army of the Late Republic

- Readings:
 - *WSAMW*: 205-216

March 28: Discussion Sections Meet

March 29: Caesar and Gaul

- Readings:
 - Caesar, *The Conquest of Gaul* (entire)

Twelfth Week

April 3: Caesar and the Civil War

- Reading:
 - Caesar, *Civil Wars*, Books I-III.

April 4: Discussion Sections Meet

April 5: Augustus and the Creation of the Imperial Army

- Readings:
 - Campbell, *Roman Army*: pp. 1-78, 181-192
 - *WSAMW*: 217-240

Thirteenth Week

April 10: “Grand Strategy” and the Army at War

- Readings:
 - Campbell, *Roman Army*: 79-109
 - Luttwak, *The Grand Strategy of the Roman Empire*

April 11: Discussion Sections Meet

April 12: The Army at Peace

- Readings:
 - Campbell, *Roman Army*: 110-180, 193-231

Fourteenth Week: TERM PAPER DUE

April 17: The Crisis of the Third Century

- Readings:
 - Campbell, *Roman Army*: 231-240

April 18: Discussion Sections Meet

April 19: The “Fall” of the Roman Empire and War in the Early Middle Ages

- Readings:
 - *WSAMW*: 271-307

Final Exam: WEDNESDAY APRIL 24 2:00-3:45PM

Expectations for Attendance and Exams: Illness is usually the only acceptable excuse for absence in class. Other absences must be explained to the satisfaction of the professor, who will decide whether omitted work may be made up. **If there will be a problem with the exam dates, you must let me know NOW during the first week of class.** Unexcused absences will be penalized against the final grade. A student wishing to discuss an absence as excused must do so in person during office hours, not over email or in class.

Grading Scale:

All grades throughout the course will be given initially in numerical form. At the end of the course, these will be converted to letter grades according to the following official OSU Standard Scale. Notice that this Scale does not allow grades to be rounded off; rather, Carmen will convert the numerical grades according to the following scale. Again, please notice this grading scale, which could be different from those used in other classes (either with me or with other teachers); this means, for example, that if you get a grade of 89.99 you will get a grade of B+.

A: 93-100; A-: 90-92.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-79.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 60-66.99; E: 0-59.99

A = superior
B = very good
C = average

D = average with a few significant misunderstandings
E = poor (or failure to focus on assignment)

My policy is to give a 0 (not an E which is equivalent to 59%) for missed discussions and all work which is not turned in. Therefore, it is necessary to turn in all papers and take all the exams in order to pass this course.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

What is plagiarism? See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.