

Term Information

Effective Term Summer 2023
Previous Value Spring 2017

Course Change Information

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

Approval for online teaching. Also changing the writing prereq for the new GE.

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

We regularly offer this course online

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)?

N/A

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
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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
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 or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq: English 1110.xx, or permission of instructor.

Exclusions

Not open to students with credit for 2212

Previous Value

Not open to students with credit for 2212 or 504.01.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0108

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

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

Course Details

Course goals or learning objectives/outcomes

- Students will examine tactical, technological, strategic, diplomatic and political developments in warfare from Bronze Age Greece to the fall of the Roman Empire in the West.
- Students will be introduced to basic problems in the Ancient history field which historians are currently attempting to solve, as well as to some of the most important hypotheses their work has produced.
- Students will become acquainted with certain principal research tools and techniques which ancient historians have developed to aid them in their investigations.

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

COURSE CHANGE REQUEST
3216 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/21/2022

Sought Concurrence

No

Attachments

- History 3216 Syllabus.docx: In-Person Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 3216 syllabus - Vanderpuy - Oct 31.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- asc-distance-approval-cover-sheet-HIST 3216.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	11/15/2022 12:06 PM	Submitted for Approval
Approved	Soland, Birgitte	11/15/2022 01:50 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/21/2022 10:50 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/21/2022 10:50 AM	ASCCAO Approval

106 Dulles Hall
Office Hours M&W 3:00-4:00
Office telephone: 292-7645
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History 3216:
WAR IN THE ANCIENT MEDITERRANEAN WORLD
Autumn, 2016

TuTh 12:45-2:05 PM
100 Ramseyer Hall

Readings

Required Books:

Arrian, *The Campaigns of Alexander*, Penguin 9780140442533
Caesar, *The Gallic War*, 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

Copies are available for purchase at SBX and Barnes & Noble. 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
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 and Grading: Undergraduate students in this course will be required to take a midterm and a final exam and write a 7 to 10 page term paper, each of which must be completed in order to pass the class. An undergraduate's grade will be determined as follows:

Midterm: 30%

Paper: 35%

Final Exam: 35%

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: mid-term: 30 percent; final: 35 percent; term paper: 35 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.

DISABILITY ACCOMODATIONS STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

STATEMENT ON 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 at <http://studentlife.osu.edu/csc/>.

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

August 23: War in a Pre-Industrial World

August 25: 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

August 30: Hoplites and Phalanges: The Experience of Battle

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

September 1: 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

September 6: 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>

September 8: Greece Against Persia

- Readings:
 - Herodotus, 7.1-9.89

Fourth Week

September 13: Seapower and The Rise of the Athenian Empire

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

September 15: The Peloponnesian War: Origins, Strategies, and Early Encounters

- Readings:
 - Thucydides, 1 (entire)

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

Fifth Week

September 20: The Peloponnesian War: The Early Stages

- Readings:
 - Thucydides, 2-5.24

September 22: TBA

Sixth Week

September 27: The Peloponnesian War: The Middle Phases

- Readings:
 - Thucydides, 5.25-7.87

September 29: 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.)

Seventh Week

October 4: The Fourth Century: A Military Revolution?

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

October 6: Alexander the Great: The March to Persia

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

Eighth Week

October 11: **MIDTERM EXAM**

October 13: **AUTUMN BREAK: NO CLASS**

Ninth Week

October 18: The Foundations of the Roman Empire

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

October 20: First Steps to World Power

- Readings
 - Polybius 1.1-64

Tenth Week

October 25: The Hannibalic War: Origins, Strategies and Early Encounters

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

October 27: 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)

Eleventh Week

November 1: The Hannibalic War: The Defeat of Carthage

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

November 3: The Army of the Late Republic

- Readings:
 - *WSAMW*: 205-216

Twelfth Week; TERM PAPER DUE NEXT WEEK

November 8: Caesar and Gaul

- Readings:
 - Caesar, *The Gallic War* (entire)

November 10: Caesar and the Civil War

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

Thirteenth Week; TERM PAPER DUE

November 15: Augustus and the Creation of the Imperial Army

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

November 17: "Grand Strategy" and the Army at War

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

Fourteenth Week

November 22: The Army at Peace

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

November 24: THANKSGIVING BREAK: NO CLASS

Fifteenth Week

November 29: The Crisis of the Third Century

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

December 1: The "Fall" of the Roman Empire and War in the Early Middle Ages

- Readings:
 - *WSAMW*: 271-307

Sixteenth Week

December 6: Review

Final Exam: TUESDAY DECEMBER 13, 2:00-3:45PM

War in the Ancient Mediterranean World

History 3216 Autumn 2022

Course Information

- **Course times and location:** No required schedule meetings; all instruction occurs in Carmen each week.
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Dr. Peter VanDerPuy
- **Email:** vanderpuy.2@osu.edu
- **Office hours:** Wednesdays 1-2pm via Zoom
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Course Description

This course offers an advanced survey of military history from the Bronze Age (ca. 1200 B.C.) to the fall of the Roman Empire in the West (A.D. 476). The course, as a whole, focuses on how a given society's political and economic bases tended to produce that society's type or character of warfare. Additionally, we will examine the reciprocal effects of warfare upon the political, economic, social, and ideological spheres of society. Along the way, we will look at other areas such as tactical and technological developments in warfare; military operations and interstate diplomacy; the reciprocal effects of war on both politics and economy; and the

ways in which war affected the lives of both participants and non-combatants. 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 some of the principal research tools and techniques which ancient historians have developed to aid them in their investigations.

General education goals and expected learning outcomes

This course fulfills the Legacy GE category of **Historical Studies** and **Diversity: Global Studies**.

Legacy GE: Historical Studies

Goal:

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

Expected Learning Outcomes (ELOs):

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.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

In this course students will study the nature of warfare and diplomacy in the various societies of the ancient Mediterranean zone from the Near East, to North Africa, and Europe over the period from c. 2000 BC to c. 500 AD. The course particularly emphasizes the ways that various societies' political and economic outlines influence the production of their particular style of warfare and their motives/causes for going to war (ELO 1). As a result, students are introduced to many of the basic contours, human behaviors and forms of thinking that also define issues surrounding warfare in the modern world (ELO 2). Students will read both primary and secondary sources and write about these sources critically when developing essays on the midterm and final exams in particular (ELO 3).

Legacy GE: Diversity: Global Studies

Goal:

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 (ELOs):

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.

This course will fulfill the Legacy GE: Diversity: Global Studies in the following ways:

Students in this course will study a broad range of militaries and societies from ancient Egypt and Mesopotamian, to ancient Greece and Rome, to Punic North Africa, and also Celtic and Germanic Iron-Age Europe (ELO 1). Along the way, students will read texts that encourage them to think critically about how people, their social customs, military behavior, and such were perceived through the eyes of the predominantly Greco-Roman source materials (ELO 2).

How This Online Course Works

This is a fully asynchronous online course; this means that there is no in-person component or required meetings to attend. Students will access and complete all learning material, quizzes, exams, etc., in an online format through CarmenCanvas (<https://carmen.osu.edu>). The course will be organized into weekly modules that will contain all your information and activities for the week, such as my lectures, the lecture PowerPoints, a quiz, reading reflection questions, and any other materials I may have you look at for that week. Note that Week 1 of this course is a shortened week, running from Tues. August 23rd at 12am through Sunday, August 28th at 11:59pm. Otherwise, in the remaining weeks of the course, each week and its module begins on a Monday at 12am and ends on Sunday at 11:59pm (consult the schedule of weeks, below, for exact dates of each week). Each old module and its materials, however, will remain open to you throughout the rest of the course. Again, each Monday at 12am, the next week's module will appear. This means that you will not be able to see upcoming weekly modules before that exact week. However, the syllabus and its schedule of weeks and readings (below) obviously gives you advance understanding of what the upcoming readings will be. As such, you will be able to read ahead if you wish.

Since this is an upper-division history course, there is obviously going to be a robust amount of reading each week. Make sure that you look over the reading assignments in the weekly schedule below so that you understand what amount of reading you will need to be making time for each week. I have tried my best to limit the amount of readings assigned each week to a manageable level. However, as this is a broad-spanning survey course, be advised that you will need to manage your time well each week in order to digest the material in an even and measured way. The best piece of advice I can give you all is this: **Do not leave all of your work each week until the evening hours of the last possible day of that week!** That is a recipe for poor quality work, incomplete assignments, and stress that you don't need.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance: at least once per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Zoom meetings and office hours: optional**
I will be conducting a virtual office hour via Zoom each Tuesday from 1:00-2:00pm. The links to the Zoom office hours will be posted in the "Course Information" section at the

top of the “Modules” page in the course. Attendance at office hours is **not mandatory**, but please feel free to join in if you have questions about the course and the materials we are covering. I admit students one at a time to my office hour, so if I am already with a student in the meeting, you will simply be admitted to the waiting room until I have finished with the previous student. Additionally, if you cannot make the scheduled office hour for any reason, please don't hesitate to contact me, and we can arrange another virtual meeting time. Otherwise, please also feel free to contact me via email with any questions, and I will attempt to reply within 24 hours.

- **Participating in discussion forums: two or more times per week**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.



Course Materials

Required Books

Arrian, *The Campaigns of Alexander*, Penguin 9780140442533

Caesar, *The Gallic War*, 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 University Press. 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

The above books are required for this course. This means that it is the responsibility of the student to obtain a copy of these books. The books can be found at OSU Barnes & Noble bookstore for purchase. However, most ancient classical sources can now also be found in various places online, for free. I have no objection to you tracking down these sources online. Be advised, however, that the online versions can take various formats, some easier and some more difficult to read and browse through. They are also not grouped all together in one convenient edition, the way the Penguin (and other publishers') volumes listed above have collected them. It is always my strong recommendation that you purchase the exact books listed above. Again, it is the responsibility of the individual student to make sure they obtain copies of the readings and complete them for the week they are assigned. Below are a couple links to sites that host texts of the ancient sources:

The Perseus Collection:

<http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>

Lacus Curtius: <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/home.html>



Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)



Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Weight
Weekly Discussion Posts	25%
Bi-weekly Quizzes (6 total)	25%
Midterm Exam	25%
Final Exam	25%

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Weekly Discussion Posts

Description: Each week, there will be several assigned “primary source” readings (these are the actual historical texts that survive from the time periods we cover in this class). Once you have listened to the lectures and have done the readings each week, you can then find the week’s discussion forum within the weekly module, listed below the lectures and powerpoints.

For the discussions, you will see that I have posted in the forum each week with a number of discussion questions based on these primary-source readings. Each week’s discussion forum will be available to you starting at 12am (midnight) each Monday; the discussion then will close at the end of the week, at 11:59pm on Sunday. Students are required to post **2 thoughtfully written posts** in each of the weeks in order to earn full credit for their overall Discussion grade. Please respond **once to one of the instructor’s discussion questions** and **once to one of your peer’s comments**. When responding to a peer, make sure you are advancing the discussion, and avoid either ignoring or simply repeating/agreeing with what the original posts have said.

Be advised: there are a couple weeks in the course in which we will not have discussion due to holidays and breaks: those will be weeks 8 and 14. Be sure to also review the ‘Schedule of Weeks and Readings’ for this information. All total, by the end of week 15, students should have a minimum of 26 acceptable posts in order to get full credit for discussion. Please see the ‘Tips for Writing Discussion Posts’ document that I have placed under the Week 1 module, and make sure that you read it carefully and understand what you are to do and what makes for an

acceptable discussion post. I will update your discussion grade every 4 weeks throughout the course.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Bi-weekly Quizzes

Description: Every two weeks, there will be a 15-question quiz that will test your knowledge of the material covered in the lecture and primary source readings. Quizzes will be in Weeks 2, 4, 6, 10, 12, and 14 (a total of six overall). You will find the quiz listed at the bottom of the module for each week that there is a quiz. These quizzes will be designed to simply test your knowledge of what we've covered. So, if you've done the readings for the week, and you've paid attention to lectures, you should be in good shape to do well on the quizzes. Each quiz will be available to you for 72hrs at the end of the given week it is assigned, from Friday at 12am until Sunday at 11:59pm. This means that you will have a 72-hour window of availability to take the quiz.

Academic integrity and collaboration: While quizzes are open-note/open-book, they must be completed alone. Quizzes will be timed (15 minutes), and you will have **2** attempts available to you; Carmen will automatically keep your highest score.

Midterm Exam

Description: The midterm exam will consist of two sections of assessment: 1) short-answer identifications, in which student must identify a selection of important terms and explain their historical significance, and 2) a long essay question in which students must analyze a given issue or topic in greater depth and sophistication. A study guide will be distributed a few days prior to the exam which will address the details, structure, and content of the exam. In particular, the study guide will give you a list of possible essay questions in advance. Since you will know the possible questions beforehand, your essays will be graded with an expectation of sophistication and rigorous analytical thought. As well, though I am not necessarily a stickler when it comes to spelling errors, if your sentences and overall writing style do not make grammatical sense, it will affect your grade.

Academic integrity and collaboration: Like the quizzes, the midterm exam is open-note/open book, but must be completed alone. Discussing the exam with peers would be a violation of the academic integrity policy.

Final Exam

Description: The Final Exam will consist simply of two essay questions which will be released to you on Monday, Nov. 28th at the start of Week 15. This means that you'll have both the last week of the course as well as finals week to contemplate and write your responses for the exam. You will write your responses to the two essay questions in a single word or pdf document and upload this to the proper Final Exam assignment dropbox no later than **11:59pm, Friday, Dec. 9th**. That means that you have almost two weeks from the time the questions are released to you to complete the exam. Each essay response must be at least 4 double-spaced pages, and you will include both essay responses together in one single word or pdf document. That means that, **altogether, your two exam responses will not be more than 8 word doc or pdf pages**. I will allow some leeway for going over the page limit, but be advised that responses *under* 4 pages each will lose points. One question will ask you to review aspects of the course overall, and the second question will deal with the specific materials covered in the second half of the course since the Midterm.

Academic integrity and collaboration: Your exam essays should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Late Assignments

Please be advised that I do not accept any late assignments without a valid, documented excuse. You must have documentation of the reason you were unable to submit the assignment, whether that is a quiz, set of reflection questions, or an exam. Please do not ask to submit an assignment late, after the due date, if you do not have a documented excuse. If you feel that you are going to have trouble submitting an assignment on time, please reach out to me as soon as possible before the due date. That will give me a greater amount of flexibility in helping you complete things successfully.

Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

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/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)



Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week 1 (Aug 23 - 28): Understanding Pre-Industrial Society and Warfare

Readings:

- Homer, *Iliad* Books 3-8; (I have not required you to purchase this text. The text of Homer's *Iliad* can be found here: <http://classics.mit.edu/Homer/iliad.html>)

Week 1 discussion posts due by 11:59pm on Sunday Aug. 28th

Week 2 (Aug 29 - Sept 4): Homeric Warfare and the 'Hoplite Revolution' in Greece/War and Society in the Archaic Period

Readings:

- Homer, *Iliad* Books 11-16 (<http://classics.mit.edu/Homer/iliad.html>)
- Sage, *Warfare in Ancient Greece*: 25-134

Week 2 discussion posts due by 11:59pm Sunday Sept. 4th

Quiz 1 opens 12am Friday Sept. 2nd and closes by 11:59pm Sunday the 4th

Week 3 (Sept 5 - 11): The Persian Wars and the Invasion of Greece

Readings:

- Herodotus, 1.1-130, 5.28-6.140, and 7.1-9.89 (that means = Book 1, chapters 1-130; Book 5, chapter 28 through Book 6, chapter 140; and Book 7, chapter 1 through Book 9, chapter 89)
- Sage, *Warfare*, 81-90
- <http://ancienthistory.about.com/od/persianwars/a/TimePersianWars.htm>

Week 3 discussion posts due by Sunday, Sept. 11th

Week 4 (Sept 12 - 18): Naval Warfare, the Creation of the Athenian Empire, and the Origins of the Peloponnesian War

Readings:

- Herodotus, 9.90-122

- Thucydides, Book 1 (entire)

Week 4 discussion posts due by Sunday Sept. 18th

Quiz 2 opens 12am Friday Sept. 16th and closes by 11:59pm Sunday Sept 18th

Week 5 (Sept 19 - 25): The Origins of the Peloponnesian War and Early Phases

Readings:

- Thucydides, 2-5.24 and 5.25-7.87

Week 5 discussion posts due by 11:59pm Sunday Sept. 25th

Week 6 (Sept 26 - Oct 2): The End of the Peloponnesian War and Fourth Century BC Military Changes

Readings:

- Thucydides, Book 8
- Xenophon, *Hellenica (A History of My Times)* 1.1.1-2.2.23. The text of Xenophon's *Hellenica* can be accessed here by using your OSU library login: <http://library.ohio-state.edu/search~S7?/aXenophon./axenophon;T=Hellenica/1%2C13%2C0%2CB/frameset&FF=axenophon;T=Hellenica&4%2C13%2C>
- Sage, *Warfare*: 135-61

Week 6 discussion posts due by Sunday, Oct. 2nd

Quiz 3 opens 12am Friday, Sept. 30th and closes by 11:59pm on Sunday, Oct. 2nd

Week 7 (Oct 3 - 9): Alexander the Great and the Conquest of the Persian Empire

Readings:

- Arrian, 1.1-16, 2.2-27, 3.6-15
- Plutarch, *Life of Alexander* (pdf provided for you in the weekly module)

Week 7 discussion posts due by 11:59pm on Sunday Oct. 9th

Week 8 (Oct 10 - 16): Origins of the Roman Military Machine, Midterm Exam, and Mid-semester Break

Readings:

- Polybius, 2.24, 6.19-42, 18.28-32

The Midterm exam is open from 12am Monday, Oct. 10 through Wednesday, Oct. 12th at 11:59pm

Mid-semester Break from Thursday the 13th through Sunday the 16th - No discussion or quiz this week

Week 9 (Oct 17 - 23): Acquisition of Roman Empire and the Origins of the Hannibalic War (a.k.a the Second Punic War)

Readings:

- Polybius 1.1-64, 2.1, .13, .36; 3.1-118, 6.58
- Livy, 21-22
- Polybius, 7.9, 8.3-7, 9.3-11, .22-26, 11.1-3, .19
- Livy, 23-27 (entire)

Week 9 discussion posts due by 11:59pm on Sunday Oct. 23rd

Week 10 (Oct 24 - 30): The Hannibalic War – Defeat of Carthage; the Romans in Spain and Greece

Readings:

- Polybius, 10.2-40, 14.1-11, 15.1-19
- Livy 28-30 (entire)
- **Optional:** Livy, Books 31-45 detail the Roman wars in Spain and Greece from c. 201-167

Week 10 discussion posts due by 11:59pm on Sunday Oct. 30th

Quiz 4 opens 12am Friday, Oct. 28th and closes by 11:59pm on Sunday Oct. 30th

Week 11 (Oct 31 – Nov 6): The Army of the Late Republic; Caesar’s Conquest of Gaul

Readings:

- Caesar, *The Gallic War* (entire)

Week 11 discussion posts due by 11:59pm on Sunday Nov. 6th

Week 12 (Nov 7 - 13): Caesar and Civil War; Augustus and the Creation of the Imperial Army

Reading:

- Caesar, *Civil Wars*, Books I-III.
- Campbell, *Roman Army*: 1-78, 181-192

Week discussion posts due by 11:59pm on Sunday, Nov. 13th

Quiz 5 opens 12am Friday Nov. 11th and closes by 11:59pm on Sunday Nov. 13th

Week 13 (Nov 14 -20): The Empire and Army at War and at Peace

Readings:

- Campbell, *Roman Army*: 79-180, 193-231

Week 13 discussion posts due by 11:59pm on Sunday Nov. 20th

Week 14 (Nov. 21-27): Thanksgiving and Indigenous Peoples' Day holidays - NO CLASS

Please feel free use this week to review and catch up on readings

Week 15 (Nov. 28th - Dec. 4th): The Late Roman Empire – Crisis of the Third Century AD

Readings:

- Campbell, *Roman Army*: 231-240

Week 15 discussion posts due by 11:59pm on Sunday Dec. 4th

Quiz 6 opens 12am Friday Dec. 2nd and closes by 11:59pm on Sunday Dec. 4th

FINAL EXAM DUE BY 11:59PM, WEDNESDAY, DEC 9th

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.