

Term Information

Effective Term Autumn 2025
[Previous Value](#) [Summer 2023](#)

Course Change Information

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

Adding Citizenship Theme

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

Part of the Department's initiative to convert courses to the new GE

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 Ancient Medit
Previous Value	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, with an emphasis on the ways in which warfare and militaries connected to modes of citizenship, belonging, and participation in the societies of Antiquity.
Previous Value	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
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, Wooster

Previous Value

Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

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

Exclusions

Not open to students with credit for 2212

Electronically Enforced

Yes

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); Citizenship for a Diverse and Just World

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; 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.

COURSE CHANGE REQUEST
3216 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/21/2025

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

Sought Concurrence

No

Attachments

- 3216 GE submission form.docx: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)
- 3216 Syllabus GE Citizenship Theme 4.21.2025.docx: Syllabus - Revised
(Syllabus. Owner: Getson,Jennifer L.)

Comments

- Revised Syllabus uploaded *(by Getson,Jennifer L. on 04/21/2025 02:39 PM)*
- Please see Subcommittee feedback email sent 03/24/2025. *(by Hilty,Michael on 03/24/2025 09:52 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	02/17/2025 03:56 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	02/17/2025 04:39 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/19/2025 11:08 AM	College Approval
Revision Requested	Hilty,Michael	03/24/2025 09:52 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	04/21/2025 02:39 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/21/2025 03:40 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/21/2025 03:43 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/21/2025 03:43 PM	ASCCAO Approval



HISTORY/3216

War in the Ancient Mediterranean World

Autumn 2024 (full session)

3 credit hours

Online, Asynchronous

Course overview

Instructor

Instructor: Dr. Peter VanDerPuy

Email address (preferred contact method): Vanderpuy.2@osu.edu

Office hours: Tuesdays and Wednesdays, 11:00am-12:00pm via Zoom (weekly meeting links provided in the Course Information Module at the top of our course Home page)

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/civic and economic bases tended to produce that society's unique 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.

In particular, this course seeks to furnish students with a deeper understanding of the ways in which warfare and militaries connected to modes of citizenship, belonging, and participation in the societies of Antiquity. Not all ancient peoples understood these concepts in the exact same way and this course attempts to draw out the differences in the ways that ancient states, kingdoms and empires – from Egypt and Mesopotamia to Athens and Rome – sought to define the members of their societies variously in the domestic, political, and military spheres. We will examine what it meant to be a citizen within a larger polity or community, regardless of the how that given society chose to constitute its political order. Through lectures and primary source readings, we will engage in a retrieval of past forms of citizenship

and belonging that will both challenge and enrich our understandings of our modern forms and notions of citizenship.

A few key areas for our study of citizenship in the ancient world will be:

- Royal theocratic absolutism in Bronze-Age Mesopotamia and Egypt, imperial-subject armies, and how subjects of these empires understood themselves in relation to central, despotic power
- Membership in a Greek *polis* (“citizen-state”), civic awareness, and its ideological instantiation in the hoplite phalanx style of warfare
- Characteristics, strengths and weaknesses of imperial armies vs. citizen armies: the case of the Persian Invasions of Greece
- In-depth, critical analysis of the functioning of Athenian radical democracy, its inclusiveness, and the connection of *demokratia* (rule by the “People”) with forms of imperialism and exploitation of others
- Free and unfree statuses, gender roles, and “otherness” in the question of civic belonging in Greek and Roman societies. In particular, the reading of Aristophanes’ *Lysistrata* will ask students to examine role of women in the Athenian democracy, its decision-making, and the ways in which so-called non-combatants contributed to debates surrounding warfare.
- The connection of citizenship and military participation in the Greek hoplite army and the Roman legions: how does military involvement actuate civic awareness? And how does this form of civic participation contribute to violence, expansionism, imperialism, and exploitation of others?
- Greek and Roman identity vs. “otherness” in the expansion of the Roman Republic: the case of Caesar’s conquest of Gaul, and the ethnographic writings of Greeks and Romans towards conquered peoples. As well, our study of the Persian Invasions of Greece will ask students to examine concepts of ethnicity, race, and otherness as they have been unhelpfully constructed by Eurocentric educational traditions, particularly from the Enlightenment onward.
- The role of the army in civil discord and civil war
- The emperor Augustus and citizenship under dictatorship: what happens when a free republic falls and authoritarian autocrats rise?
- “Roman-ness”, identity and belonging in the military legions of the Roman empire. How does military service change to reflect the expanding ethnic and cultural inclusiveness of Roman identity and Roman citizenship in the High to Late Roman Empire?

Course learning outcomes

By the end of this course, students should successfully be able to:

- Read and analyze primary sources and secondary sources (in textual, audio, and visual forms).
- Identify and evaluate ongoing conversations among historians about enduring historical questions. In particular, essay assignments on Greek civic identity, democracy and their connections to imperialism in the first half of the course, as well as essays on the role of

militaries in the autocratic regimes of the Julius Caesar and the emperor Augustus in the second half of the course will introduce students to modern scholarly debates on these subjects.

- Analyze bodies of evidence and learn to think critically about particularly tough historical questions surrounding forms of governing, citizenship and societal belonging. In this course, those questions are examined chiefly through the lens of the production of militaries and warfare.
- Develop an appreciation for both the similarities and sheer differences in the life-worlds and thoughtworlds of ancient peoples

General education goals and expected learning outcomes

As part of the **Citizenship for a Just and Diverse World GE**, this course is designed to prepare students to be able to meet the following goals:

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

And Expected Learning Outcomes:

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

How the Course will Meet the GE: Citizenship for a Just and Diverse World

Goal 1: Students will develop skill in critical and logical thinking through the analysis of primary sources and the completion of written essays (ELO 1.1). Such study will be advanced because we will read and analyze challenging primary source material that returns repeatedly to the themes of citizenship, justice, and diversity. Each week we will also focus on guiding questions about ancient militaries and politics concerning citizenship, which will form the basis of our weekly discussion forums (ELO 1.2).

Goal 2: Students will explore different approaches to the history of societies, warfare, and international relations in the ancient Near East, Greece and Rome, including political history, economic history, military history, social history, international relations theory, and archaeology. (ELO 2.1). Students will be encouraged to reflect on their own learning through class discussion boards and essay assignments that encourage creative engagement with the past and reflective thinking about their own analytical skills evaluating primary sources. (ELO 2.2).

Goal 3: Students will explore how the concept of citizen and citizenship was constituted in the societies of the ancient Near East, Greece and Rome, and they will examine how this conception of citizenship produced particular types of warfare, as well as how citizenship changed as these societies underwent significant changes through different periods and governmental regimes. Students will explore the ways in which shifting understandings of citizenship, membership and belonging in various societies created uniquely different militaries and styles of warfare in the ancient world: from the sophisticated Persian armies of subjects fighting under absolute monarchs, to the small hoplite phalanxes of the more egalitarian city-states of Greece, to the warband culture of the more tribally oriented Celtic Gaul. They will examine numerous primary sources that directly comment on citizenship, public service, and belonging in these societies, and Greek and Roman societies in particular. (ELO 3.1). Students will identify, reflect, and apply such knowledge, skills, and dispositions through weekly discussion and multiple essays (ELO 3.2).

Goal 4: Students will complete weekly primary source readings (both hard copy and a few provided online in the weekly modules) that challenge students to engage with the alterities of the ancient lifeworld and thought-world, and to reflect on how concepts such as otherness, egalitarianism, conceptions of freedom, and justice may have differed from our own modern understandings of these. The readings engage with questions of belonging and justice, both within a given society's internal civic order, as well as externally in the ways that these societies engaged in violence against others, diplomacy, and questions of larger international justice between peoples and states. These readings will help students to engage with the concepts of diversity, equity and inclusion on broad level (4.1). Students will learn about and discuss the ways that debates over justice, rights, and citizenship played out in ancient writings/literature as well as amongst modern scholars. For example, in the first half of the course, students will find essays on the midterm that ask students 1) to define the differences between a Persian imperial field army/soldiery versus a Greek hoplite army, and to analyze the ideology of civic membership that underwrote each type of military; 2) to demonstrate an awareness of how the radically inclusive nature of Athenian democracy produced decision-making that directly led to its Aegean warfare and imperialism; 3) to explain how the "political-realist" logics and diplomacy of Athenian democratic imperialism led to injustice and brutality towards free peoples. Such essays will help

students analyze and form a critical understanding of the intersections between citizenship, justice and diversity, as well as between militaries, structures of power, and processes of social change (4.2).

As part of the **Historical Studies legacy GE**, this course is designed to prepare students to be able to meet the following Expected Learning Outcomes:

Goals

1. 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.

How the Course will Meet the GE: Historical Studies

Students will develop skill in critical and logical thinking through the analysis of primary sources, discussion participation, and the completion of written essays. Students will explore different approaches to the history of the ancient Near East, Greece and Rome, including political history, economic history, military history, religious history, social history, cultural history, and intellectual history. Students will be encouraged to reflect on their own learning and its application to contemporary issues through class discussion forums, quizzes, and essay assignments.

How this Online course works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released each Monday at 12:00am. All assignments are due on the following Sunday at 11:59pm, unless otherwise indicated in the syllabus or on Carmen. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (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.

- **Direct Instruction**

Because this is an online course, we must be especially cognizant of encouraging interaction in order to mitigate the distance of online learning. As such, students should expect direct instruction with the instructor in the following ways:

- **Module Introductions**
- **Video lectures**

- Announcements
- Facilitating and responding to discussion board prompts
- Feedback on written assignments
- Online meetings, upon request

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected 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*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional. They are a great way for students to gain a fuller sense of their own learning, as described in ELO 2.2. Please stop by at the scheduled time or email the instructor if an alternate time is needed.

Course materials and technologies

Textbook

Required

- 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
 - Sage, M. *Warfare in Ancient Greece*, Routledge 9780415143554
 - Thucydides, *The Peloponnesian War*, Hackett 9780872203945
- These books are available for purchase at the OSU Bookstore:
<https://ohiostate.bncollege.com/>
 - Copies of these textbooks can also be found on reserve for our course at the main Thompson library

Additional Assigned Reading (available via the Carmen Course Website):

A selection of other readings will be provided for students in online formats. See the schedule of weeks and readings. These readings will be provided within the relevant weekly module for students to access.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen access

You will need to use BuckeyePass (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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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.
- Download the Duo Mobile application (go.osu.edu/install-duo) to 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) and IT support staff will work out a solution with you.

Grading and faculty response

How your grade is calculated

Weekly Discussion Posts – 20%

Weekly Quizzes (7 total) – 20%

Midterm Critical Analysis Essays (4 pages each, 2 essays total) – 25%

Final Critical Analysis Essays (4 pages each, 2 essays total) – 25%

Final Student Learning Reflection Paper (1-2 pages) – 10%

See course schedule below for due dates.

Descriptions of major course assignments

Discussions (20% of final grade)

Students participate in discussion in two ways: first, by responding to the discussion prompts posted by the instructor, and second, by responding to the contributions of their peers. By completing the readings and the discussions, students will learn to discuss key issues from this course. Discussion boards also provide an opportunity to foster a classroom community.

To complete each of the weekly discussion assignments students must post a total of 3 posts per week, worth a total of 3pts

- Students must post an initial post in response to the prompts by 11:59pm on each Sunday when the discussion board will close. Submitting your initial post even earlier will give everyone an opportunity to engage in discussion.
 - The initial post should be a robust post of several paragraphs and is worth a total of 2pts
- Then students must respond to at least two of your colleagues' posts before the discussion board closes at 11:59pm on Sunday.
 - Each response post is worth ½ a point (.5pts). Students must engage critically with the material and fellow students' ideas in order credit here. You must do more than simply state an agreement with the other person's ideas/views.

To access the discussion board,

- Open "Discussion" from the menu on the left of our home page, or click on the Discussion link in the assigned module.
- Then open the discussion board for that unit.
- Students must post an initial response before they will be able to view peers' posts.
- To reply to someone else's post, scroll down to the bottom of the discussion thread and click "Reply." An open textbox will open.
- Paste or compose your comments or responses into the place holder and click "Post Reply"

****If you would like to subscribe to the discussion so that you are notified by email when new comments are posted, please click the “Subscribe” button on the bar above the “Reply” button.**

Assessment of this assignment will be based on completion of both an original post and two response posts to other students. Responses must be clear and thoughtful. The aim is to prompt discussion. Stating that one agrees with someone’s statement without explaining why is not enough to earn credit for the response portion of the discussion.

These discussion boards are a space to foster our classroom community, so I encourage you to consider checking in on the discussion board before the day it’s due. Completing responses during the final hour does not contribute much to a vibrant discussion, and most colleagues in the course will not have the opportunity to read, learn, and comment on posts from the final hour.

The purpose of the discussion board exercise is to encourage intellectual exchange between students, to learn from your peers as they learn from you. It is also a place where I will be able to encourage, facilitate, and respond to conversation, but you should be looking to your fellow students as well as the instructor in terms of engaging in dialogue.

This assignment fulfills the GE ELOs: 1.1 and 1.2 through ongoing discussion with peers, which builds over the course of the semester. It also invites students to fulfill 2.1 and 2.2 by encouraging students to return to similar questions after learning new content. By asking students to revisit questions before and after learning course content, the discussion boards facilitate self-reflective learning.

Please see the Schedule of Weeks and Readings below for sample weekly discussion questions

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while posting in the discussion board.

Discussion and Communication Guidelines:

The following are my expectations of 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.
- *Tone and civility:* Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- *Citing your sources:* When we have academic discussions, please cite your sources to back up what you say. For the purpose of this particular assignment, it is simply enough to refer to the source in general. No page number citations are necessary.
- *Backing up your work:* Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Canvas discussion. Please use accessible word processing software.
- *Communication with your instructor:* You should feel free to communicate directly with the instructor concerning your grade, your performance in the course, etc.

Bi-Weekly Quizzes (20% of final grade)

Description: Every two weeks, students will complete a quiz in addition to the discussion board for the week. These quizzes will simply cover everything in reading and lectures for the previous two weeks. For example, Quiz 1 is scheduled at the end of Week 2 of the course, and it will cover the lectures and readings from Weeks 1 and 2. Each quiz will be 15 points total and consist of 15 multiple-choice and true/false questions. Once you open the quiz you will have 15 minutes to complete it. Students are allowed two attempts. Carmen will automatically drop the score of your lowest attempt. Each quiz will be available for a 72-hour window, from 12am Friday till 11:59pm on Sunday.

The purpose of this exercise is to motivate students to complete the reading, lectures, listening, and other materials assigned in that module, and to review the key takeaways from that week. The questions will therefore assess students' understanding of the readings and other materials, including the assigned lecture videos for that week. Quiz questions are randomly selected from a pool of questions.

Assessment of this assignment is automatic. The student's score will be visible after the completion of their attempt. Quizzes will be available to students for a 72-hour window, from 12am Friday to 11:59pm Sunday of each week. Correct answers to the quiz will be available starting at 12am on the following Monday.

This assignment fulfills the GE ELOS: 3.1 and 3.2, through regular review of key course content from the lectures and the reading assignments that consider a wide range of perspectives. The quiz is also a weekly way for students to reflect upon their own learning (2.2).

Sample quiz questions from the course:

1. From Week 1 course content: The ancient kingdoms of the Bronze-age near east were characterized by strong authoritarian monarchies rather than more egalitarian arrangements between citizens.

True

False

2. From Week 2 content: In a Greek *polis*, or 'city-state', those who participated in military activity were a separate group from those who held citizenship and participated in civic affairs.

True

False

3. From Week 4: The 'thetes' were the lowest wealth class at Athens who earned their political voice in the Assembly by virtue of their _____.

- a. open acts of violence on the acropolis
- b. service in the Athenian navy
- c. service as hoplites
- d. ability to organize labor strikes

4. From Week 5: The money that Athens used to pay for the participation of the poorest citizens in its radical democracy came from _____.

- a. Its oldest and wealthiest citizens
- b. The spoils coerced from the "allies" of its naval empire

- c. Financial indemnities imposed on the Persians
 - d. The surrounding population of enslaved agricultural serfs
5. From Week 8: The Roman senatorial aristocracy was defined by an ethos of _____.
- e. gaining wealth at all costs
 - f. every man for himself
 - g. conspicuous consumption
 - h. service to the state
6. From Week 11: Augustus was careful to make sure that he kept the army serving on the same basis as it had during the Republic, as citizen soldiers serving out of civic duty and obligation.
- True
False
7. From Week 10: Though Caesar technically began the civil war with Pompey in 49 BC by crossing into Italy with his army, the war occurred due to the self-interest, short-term thinking, and lack of willingness to compromise on all parties - Caesar, Pompey, and the senatorial opposition.
- True
False
8. From Weeks 12 and 13: From the reign of Marcus Aurelius onward, Roman emperors began purging the legions of any non-Roman soldiers.
- True
False
9. From Week 13: The officers who formed a kind of middle, in-between group in the Roman legions were the _____, since they both interacted with officers from higher social backgrounds and were responsible for the discipline of the average soldiers.
- a. legates
 - b. cohorts
 - c. triarii
 - d. centurions

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while they take the quiz. Students may not collaborate with one another on this assignment, including taking quizzes together or sharing quiz questions or answers.

Midterm Critical Analysis Essays (25% of final grade)

Description:

For this assignment, students will complete two 4-page essays that conduct an in-depth analysis on a particularly complex historical question relating to certain topics that we'll be covering in the first half

of the course. This is essentially a “take-home” exam. You will be given the two essay prompts ahead of time. The goal is not to surprise any of you. These essays will examine your knowledge and understanding of some of the major issues relating to the civic, social, and economic bases that informed the militaries and type of warfare produced by societies. The essays will give you a chance as well to flex your skills as a budding, amateur historian, and to demonstrate the skill of critical thought towards primary sources that you’ve been practicing in weekly discussions. You won’t need to do any additional or outside research or readings in order to write these essays. You will simply need to support your arguments with ample direct use and citations of the primary source readings we’ve already looked at in the first half of the course.

Essay Questions:

1. Imagine that it is 481 BC and you are an exiled Greek living at the court of an important Persian satrap who is helping to organize Xerxes’ upcoming invasion of Greece. The satrap indicates that Xerxes knows almost nothing about Greek city-states, their warfare and the military forces his own army and navy will face. As a result your task is to explain to this satrap why Xerxes cannot hope to understand anything about Greek warfare in the period from 650-480 BC without an adequate understanding of the *polis* and its uniquely construed forms of citizenship. You emphasize that one must understand its nature, its social, political, economic, and cultural institutions, and the ideology that shaped these, in order to understand Greek warfare. You will need to support your explanation with good examples drawn from Sparta and Athens in particular; make sure as well that you are using material from the primary sources (Herodotus’ *Histories* in particular) to illustrate your points. Finally, explain what the weaknesses of the Greek *poleis* are and how Xerxes might exploit them to conquer Greece.

This essay requires students to demonstrate an understanding of the nature of polis citizenship and membership in Greece, and the particular ways that this conception of citizenship connected to and produced the unique style of hoplite warfare and the ideology that helped to fuse hoplites into forces of unshakeable solidarity. It also requires students to contrast this with an understanding of the civic basis of the armies of imperial monarchies, on the other hand – that is, sophisticated and expensive armies recruited from imperial subjects and mercenaries. In other words, this question highlights how the nature of citizenship under different constitutions (free city-states vs. imperial monarchies) creates different styles and ideological bases of warfare). By participating in the role-playing format of the essay, students are also led into greater reflection on how well they’ve learned and understood the material so as to represent it through a character and fictional speech/dialogue. The format also helps students engage creatively with the learning materials and intellectual content of the course. (ELO 2.2).

2. When considering the Peloponnesian War, what are some of the key lessons that the Athenian historian and statesman Thucydides sought to teach his readers about Athens’ empire, its continued pursuit and expansion of that empire, and the logics that drove Athenian behavior and the decision-making of the *demos* (“The People”) throughout the war? You may want to consider, particularly, the parts of Thucydides’ narrative that we identified in lectures, such as the Mytilenian Debate, the Revolution at Corcyra, the Melian Dialogue, and Pericles’ Funeral Oration (though there are other passages as well). In particular, good essays will demonstrate an understanding of the different political points of view, the different types of diplomatic thinking,

the military policies, and the political and economic structures that factored into Athenian behavior and decision-making.

This question requires a more straightforward style of analysis where students reflect on the connection between radical democracy and its high levels of participation, its sources of funding, belligerent and expansionist decision-making by the voters, and the ways in which these produce imperialistic policy, actions and the brutalization of others. The question also requires students to demonstrate an understanding of some of the principles of international relations theories (IR Realism, and IR Constructivism) that have been highlighted in lecture, and how these are reflected in the political debates about the nature of justice in the Athenian citizen voting assemblies.

The purpose of this midterm assignment overall is to practice three of the historian's essential skills: interpreting primary sources, evaluating the use of these primary sources as evidence, and engaging with modern scholarship and debates concerning the sources as well as the historical concepts and question under examination. This assignment builds therefore upon the skill of primary source interpretation that students practice in the weekly discussions. This assignment also continues building the skill of an ethical praxis of history by attempting to understand important issues and concepts—for example how radical democracy, forms of representation, and popular decision-making can connect with imperialism, violence against others, and poisonous logics that drive the maintenance of empires—on the terms of past societies and their outlooks, while also noting the ways in which our modern outlooks contribute to our estimations of such societies.

Feedback is a crucial part of learning to write. It is also a key component of one's sense of their own learning. For example, how would I explain what I've learned to someone else? Was my explanation understood by the reader as I intended it to be? Since learning from and giving feedback is a key component, the instructor will provide extensive feedback on your writing assignments. It is expected that students read this feedback and incorporate the suggestions on subsequent writing assignments. Each writing assignment is designed to build upon previous assignments and feedback to improve the skills of writing and analysis throughout the course. Instructor feedback will also provide a model for a student in assessing their own, particularly by the time they must undertake the Final Primary Source Analysis Paper at the end of the course.

The essay must be submitted in a .doc, .docx, or .pdf format via TurnItIn on Carmen. Essays should be 12pt font, double-spaced, with 1-inch margins. Please see the Carmen course page for the assignment instructions and rubric. Note as well that the assignment instructions will also contain advice on how to write and structure a good academic essay. Each essay will be worth 50pts, for an exam total of 100pts.

This assignment fulfills the GE ELOS: These essay assignments invite students to fulfill 1.1 and 1.2, as they emphasize thinking about how ideas of citizenship were constructed, unsettled, and debated during this period. It also invites students to fulfill 4.1 and 4.2, as students must consider a variety of lived experiences in each essay (small free farmer/soldier, imperial subject, Athenian voter, conquered/exploited allies). Moreover, the practice of completing this type of assignment more than once (cf. Final Critical Analysis Essays) fulfills 2.2, as it affords students an opportunity to act as self-reflexive learners by completing future essays in response to assessment of these first attempts.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the module that pertains to the source. Students are welcome to discuss their reactions to the primary sources and to other assigned reading with their peers, but the written response must be the student's own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Final Critical Analysis Essays (25% of final grade)

This assignment is the same as the midterm essay assignment. For this assignment, students will complete two 4-page essays that conduct an in-depth analysis on a particularly complex historical question relating to certain topics that we'll be covering in the **second half** of the course. Like the midterm, this is essentially a "take-home" exam. You will be given the two essay prompts ahead of time. The goal is not to surprise any of you. These essays will examine your knowledge and understanding of some of the major issues relating to the civic, social, and economic bases that informed the militaries and type of warfare produced by societies we've looked at in the second half of the course. The essays will give you a chance as well to flex your skills as a budding, amateur historian, and to demonstrate the skill of critical thought towards primary sources that you've been practicing in weekly discussions. You won't need to do any additional or outside research or readings in order to write these essays. You will simply need to support your arguments with ample direct use and citations of the primary source readings we've already looked at in the first half of the course.

Essay Questions:

1. Imagine that it is December of 50 B.C. and you are a high-ranking Roman senator. The prospect of war with Caesar looms if the senate does not give in to his demand to be allowed to run for the consulship without giving up his province and his army. One of your colleagues argues that the senate must oppose Caesar's demands because he has always intended to make himself the ruler/king of Rome. Another senator however argues that Pompey, not Caesar, has always been the greater threat to the free Republic because from the days of Sulla he has consistently aimed at overthrowing the senate's control of the Republic in order to make himself supreme at Rome. As a high-ranking senator, it is now your turn to speak next. Write a speech in which you analyze the question of whether Caesar or Pompey constitutes the greater threat to senatorial rule and civic liberty at Rome based on your readings and the material presented in lecture. Since your senatorial colleagues are going to be tough to convince, you'll need to present abundant arguments and strong evidence to support your position. A good speech/essay will also demonstrate abundant awareness of both sides of the question, though it may lend support to one particular side over the other. It is your job as a senator, trained in persuasive rhetoric and oratory, to produce a comprehensive speech/view of the problem.

This essay essentially asks students to demonstrate their awareness of the process through which free republics disintegrate into civil discord and civil war, and to highlight the various factors that contribute to such a spiraling situation. Good analyses will not just highlight the dangerous breakdown of constitutional norms involved in the careers of these "big men" or autocrats, but also show an awareness of the larger historical backdrop or context of increasing political and citizen polarization against which these careers played out. The essay requires students to identify larger themes or undercurrents such as loss of political and social consensus amongst a citizen body, willingness to abrogate established rules

and procedures, the inability to solve socio-economic ills, and the political offices/mechanisms through which polarization is fed. Ultimately, this essay asks students to understand how free citizenries fall to dictators/autocrats/authoritarians, and how both individuals and citizens as groups or blocs safeguard or imperil their own liberty. Therefore, the essay problematizes straightforward interpretations about justice, loss of liberty, and blame in the “fall” of a republic and requires students to produce a complex understanding of causality in such notorious forms of civic breakdown.

2. Imagine you are Xenophon, son of Gryllus, an Athenian soldier of fortune who served when Cyrus the Younger marched upcountry in a vain attempt to overthrow his brother Artaxerxes II, the Great King of Persia in 401 B.C. Later you served with the Spartan expeditionary force under Agesilaus, one of the Spartan kings, that fought against the Persians in Asia Minor in the early fourth century. Now retired, you are presently reclining on a couch at a symposium with your friends where you have discussed philosophy, recited poetry, and drunk a lot of wine. Full and satiated, your eyelids grow increasingly heavy until you fall asleep and, amazingly, awake 500 years later in the body of your descendent, C. Julius Xenophantes, a Roman centurion with the XXth legion, the *Valeria Victrix*, stationed in the legionary fortress at Colchester in Britain. You are at first struck by the unfamiliarity of everything around you, and yet as the days pass and you go about your duties in the camp, you are more and more surprised by how familiar some aspects of Roman army life seem to you. After a year as a centurion, you are once again at ease after a delicious meal and, having drunk a great deal of good, British beer, you fall asleep. When you awake, you are once again Xenophon and back with your friends at the symposium. Astounded at what you have just experienced, you wish to explain to the other guests how different and yet how similar life as an Imperial legionary will be to life as a citizen of a classical Greek polis, but, being still a little groggy after just having woken up, you need first to write down what you will say. Do so in a well-written essay illustrating your explanation with specific examples and practices drawn not only from the lectures but from your readings (and pay particular attention to Campbell, *The Roman Army, 31 BC-AD 337*). Think not only about your duties as a soldier but your private life as well.

This essay requires students to put their knowledge of the entire course to work, drawing upon knowledge of Greek city-state political/military culture from the first half, and drawing upon knowledge of the nature of Roman imperial legionary army-life under the imperial dictators of the Roman Empire. Once again, students must reflect upon the nature of citizenship in smaller polities characterized by high degrees of egalitarianism, solidarity, and liberty, on one hand, versus the kind of belonging found in the imperial legions where soldiers were unfree subjects, faced numerous restrictions on personal liberty, and served as professionals (with pay) and with oaths of loyalty to a dictator. The question also requires students to demonstrate their awareness of these types of soldier-citizenries and their relationship with others: from the xenophobic and exclusive civic outlook of the Greek hoplite soldiers, to the more cosmopolitan composition of the legions (drawn from all over the empire) and their forms of mixing with civilian populations both inside and outside the borders of the empire. As a result, the question dwells on issues of how well militaries incorporated others in their compositions or their lived experiences, and it also highlights the simple differences in lived experiences between different types of polity and soldiery.

This assignment fulfills the GE ELOS: This particular essay invites students to complete ELO 2.2 by engaging in a process that invites reflection on the skills they have learned in assessing primary sources throughout the semester. The ability to see the assignment and its requirements well before the due date will also afford students a self-reflective opportunity to understand what skill they are expected to develop in the course, to measure their sense of their own learning throughout, and to demonstrate their ability to communicate that learning. This assignment also fulfills ELO 4.1 by asking students to engage with varied expressions and viewpoints about citizenship, diversity, equity and inclusion, and to consider the variety of lived experiences in Antiquity.

Final Student Learning Reflection (10% of final grade)

This assignment asks students to reflect on aspects of their learning particularly in regard to the class discussions and paper assignments. Students must write a 1-2 page paper (formatted the same as the previous papers) reflecting upon their experience in writing discussion posts and paper analyses. Students must address the following questions in their reflection paper in order to earn full credit for the assignment:

1. What problems or challenges did you encounter in writing either the discussion posts or term papers? You may think broadly here: both practical issues of writing, or more intellectual issues faced with digesting materials and forming argumentation and analyses.
2. What concerns did you have about either of these writing assignment types? And how could the assignment or instructor have addressed these better?
3. What role do you think that the holistic process of reading evidentiary materials, forming arguments, and communicating these in writing helped to play in your learning of the concepts and ideas presented in this course?
4. How did the simple process of writing discussion posts help you build writing and critical thinking skills for the later essays?
5. Lastly, what insights did you gain about yourself as a learner? Think, perhaps, about learning style, interests, and process.

The assignment will be available from the first day of the course, in order that students can see and understand some of the basic goals or questions about themselves and their learning that they will want to keep in mind as they participate in the weekly discussions and engage with the term papers. It will be due, along with the final comprehension essays, on Friday, Dec. 6th by 11:59pm. The papers will be scored simply out of 10 pts total. 2pts will be awarded for each question answered with a good degree of thought and thoroughness.

This assignment fulfills the GE ELOS: This particular assignment invites students to complete ELO 2.2 by engaging in a process that invites reflection on the skills they have learned in examining long-term historical processes and in assessing primary sources throughout the semester. More specifically, the assignment requires students to demonstrate a developing sense of themselves as learners with reflections upon their process of learning, insights about their learning styles, and acknowledgment of the challenges they encountered in relation to the writing assignment in the course. The assignment also ask students to reflect on the kinds of skills they built as learners during the course, and how those skills were progressively applied to later assignments by the end of the course.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the course. Students are encouraged to discuss their reactions to the book their peers, especially in the peer review session. The written response must be the student's own original work

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Late assignments

All assignments are due on Sundays at 11:59pm unless otherwise indicated in the syllabus. Please refer to Carmen for due dates. Late assignments may be accepted where there is a valid and, preferably documented, excuse and/or prior accommodations established (e.g. a student's registration with Disability Services or prior arrangement with the instructor). Please reach out to me if you anticipate any problems in submitting an assignment on time. I am happy to work with a degree of flexibility to ensure your success in this course.

- This course follows OSU policy regarding Covid-related accommodation. If you or a member of your household are impacted by Covid-19 this semester, please visit <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/> to fill out the university's accommodation request form. We will make appropriate accommodations for your extended absence and recovery.
- If you experience an emergency this semester that necessitates an extended absence, please contact Dr. VanDerPuy or the lecturer for this course to discuss an Incomplete.

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

Instructor feedback and response time

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)** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly discussions, you can generally expect feedback within **7 days**. For any exams or essays, you can expect feedback within **10-14 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Please expect a longer response time on weekends and holidays.

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 or email correspondence as if you were writing a research paper, please remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **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 Carmen. I encourage you to save your works in progress often.

Email and Office Hours

Because this is an online class, we will communicate mostly by email. Students can expect at least one email from me every week. (To track our email correspondence, students may find it helpful to create a separate email folder, if possible.)

Offices Hours are Tuesdays and Wednesdays, 11:00am-12:00pm via Zoom. Weekly links provided in under the “Course Information” module at the top of the course home page.

I encourage you to stop by office hours if you have questions about your individual work. Office hours are a great time to talk with me about any aspect of the course and your interests in history. I’m here to support your learning, and I look forward to meeting you!

Academic Misconduct

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

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.

Program 60

If you are participating in Program 60, welcome! I invite you to participate in the course as much as you would like, including attending lectures, doing the readings, and participating in class discussions. You are welcome to do as much of the written assignments as you would like, but I am not able to offer individual feedback or grades on these assignments for Program 60 participants. If you would like, I would be happy to write a letter at the end of the term speaking to your overall performance and completion of the course. I encourage you to check in with me during the first two weeks of the semester regarding your plans for participation. Thank you for your interest in this course.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated

its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Campus Free Speech policy

Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The [Campus Free Speech policy](#) adopted in May supports this commitment.

Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

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 Yountkin 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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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 with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)

- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course Schedule

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

Readings:

- **Homer, *Iliad* Books 3-8;** (The text of Homer's *Iliad* can be found here: <http://classics.mit.edu/Homer/iliad.html>)

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

Discussion Questions:

1. Based on lectures and primary source readings, why do you think the ancient kingdoms of the near east were characterized by strong authoritarian monarchies with large armies rather than more egalitarian arrangements between members of society that produced smaller armies?
2. How do the *Iliad* and its characters illustrate the concept of social roles and social bribes, discussed in the weekly lecture? **Explain, in particular, how these roles and bribes led to starkly different treatments of participation for men and women in these war-driven societies?** Give some examples from the text.
2. How does the *Iliad* generally tend to depict warfare? In a positive light? Or is it capable of more nuance than that? What is the psychological picture of warfare that we get from this narrative? Make sure to use examples and evidence from the reading to support your points.
3. How does the *Iliad* illustrate some of the elements of Bronze Age warfare that we've begun talking about in lecture? What kinds of styles of warfare are we looking at in these battles? Individual combat? A mass of chaos?
4. How does differing social status affect the “rights” of individuals to speak in the Achaean war assembly? How does the example of violence against the commoner, Thersites, from Book 2 of the *Iliad*, help to shine a light on social status and free speech in the assembly?

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**

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

Discussion Questions:

1. Continuing with our look at Homer's *Iliad*, what elements of the warfare and battles depicted in this epic do you think come from Bronze Age realities? Make sure to explain your reasoning. As well, where do we perhaps see some elements of massed combat, or mass-formation combat in development here? Please try to provide references to the text in highlighting examples.
2. Can we get any real picture of what society looks like in any one period from Homer's *Iliad*? Why or why not? In other words, what are the problems associated with trying to use Homeric literature to gain a clear picture of society?
3. As you read through the sources excerpted in Sage's volume (*Warfare in Ancient Greece*), what are some of the ideals and values that make up the civic identity of a hoplite? Are hoplites just soldiers? Or are there more dimensions to the identity?
4. Why do you think it is so difficult to get a good picture and understanding of what's going on in polis societies during the Archaic Period? As you look through the Sage volume (*Warfare in Ancient Greece*), when are many of the sources writing?
5. How do the fragments of the Archaic Period poets and writers characterize the concept of justice? What is “straight” justice? And what do they mean by “crooked” justice? How does this all highlight the burgeoning sense of citizenship, belonging, and military participation amongst the Greek hoplites?

- **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**
- **Dr. Sarah's Bond's article, ‘Whitewashing ancient statues: whiteness, racism and color in the ancient world’**

<https://www.forbes.com/sites/drsarahbond/2017/04/27/whitewashing-ancient-statues-whiteness-racism-and-color-in-the-ancient-world/>

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

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

Discussion Questions:

1. Herodotus is often considered the 'father of history', as the first ancient Greek source to purposefully undertake a historical narrative. What aspects of Herodotus' narrative differ from our modern understanding of history as a science or the modern practice of history? How is his work similar?
2. What aspects of Herodotus' narrative of the Persian wars seem pretty well-informed and accurate? And why do think so? Make sure to explain your reasoning.
3. How does Herodotus' account of the Persian Wars highlight the systemic, internal political problems and civic issues prevalent within the Greek city-states? What kinds of problems seem to have been chronic for the citizens of a *polis*?
4. Using Herodotus' narrative, as well as your reading from *War and Society in the Ancient and Medieval Worlds*, what are the strengths and weaknesses of the Persian and/or Greek militaries? What is their civic basis? Make sure to use examples from the texts where possible.
5. Based on lectures, how have modern, predominantly Eurocentric, attitudes and beliefs about the cultures and ethnicities of the ancient Mediterranean shaped our views of the Persia vs. Greece conflict? How are these two groups of peoples typically presented in ethnic and cultural terms? And how has this distorted the reality of this ancient geopolitical conflict?

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**

Discussion Questions:

1. As you read the final chapters of Herodotus, dealing with after-events in the conflict with the Persians, what kind of civic or political unity or cooperation can we observe amongst the Greeks? Are they all on the same page or in agreement about how to proceed with things after the Persians retreat? Where do they seem to agree or disagree? Make sure to use examples from the text to support your points.
2. In chapters 20-24 of Book I of Thucydides' *History of the Peloponnesian War*, the author has a decent amount to say about the writing of history, the retelling of events, the practice of writing

history and such. What seem to be Thucydides' major principles? What does he seem to disparage about other writers or the way in which people want to hear their histories? Make sure to refer directly to some of the statements Thucydides makes.

3. How do the histories of Herodotus and Thucydides differ from each other? What is unique about each author? What seems similar in their histories? With what characteristics would you describe each writer's work?

4. Identify and describe some of the basic diplomatic problems or issues at play in the Greek world from the end of the Persian invasions in 479 BC to outbreak of the Peloponnesian War in 431. Though Thucydides identifies the cause of the Peloponnesian War as Spartan fear of Athens' empire, what are some of the long-standing problems, as well as shorter-term issues, that make the picture far more complex?

- **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
- Aristophanes' comedy, *Lysistrata*

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

Discussion Questions:

1. How do both the Mytilenian Debate (Book 3, Chs. 35-49) and the Melian Dialogue (Book 5, Chs. 84-116) portions of Thucydides' narrative illustrate the problems the Athenians faced in maintaining their empire? What kinds of considerations seem to motivate their decisions in each instance? Make sure to use examples from the text!
2. In Thucydides' narrative of the civil war or revolution that occurred in Corcyra during the war (Book 3, Chs. 70-85), what are some of the characteristics that highlight the breakdown of civil order and society? How has the larger Peloponnesian War or conflict polarized this citizenry? Why are some of the behaviors and developments that occurred there so problematic and dangerous to a society and how do they undermine principles of civic stability?
3. According to Thucydides, how does the concept of "justice" lose its clarity and become so malleable, distorted and subverted by citizens in times of civic strife, civil war, and revolution?
4. How does Thucydides' narrative of the pandemic that hit Athens (Book 2, Chs. 47-54) help us understand what happens to human behavior under the force of dire necessity and hardship? In other words, what does he show us about people, about the Athenian citizenry, about societies that seem so civilized?
5. What does Aristophanes' play, *Lysistrata*, illustrate about non-combatants and their involvement in political decision-making in Athens (and Greek city-states generally)? Beyond the obvious comedic points of the play, what agency do women have in war time? Or in polis

decision-making? How does the play critique the male-dominated assemblies of Athens and Sparta?

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

Discussion Questions:

1. What were some of Athens' key political weaknesses that we can see from Thucydides' narrative of the Peloponnesian War? What are some of the lessons about the decision-making of the citizen body that the Athenians might have learned from the war? Make use of the primary sources to support your points.
2. Though you have not had to read quite as much of Xenophon's work, *Hellenica*, what are some of the differences you notice in Xenophon's work versus that of Thucydides? How does his narrative, viewpoint, or other aspects differ from Thucydides? Why do you think Thucydides is considered the "Father" of political science?
3. What are some of the ways in which warfare and armies became more complex and sophisticated in the fourth century? In particular, think about the ways in which a society's warfare is influenced by its political and economic bases. How did political orders and the basis of citizenship change for many during the 4th century BC? And now did membership in armies allow more room for those "lower down" the socio-economic ladder during this period? Make sure to use the readings, from Xenophon to Thucydides to the excerpts in the Sage volume, to illustrate your points.
4. What were some of the greatest, most chronic problems of the Greek city-states, politically? What do you think were some of the great strengths of the polis system, having studied it now from its origins in the Archaic Period down through the Peloponnesian War and into the fourth century BC? You can think militarily, but also politically, socially, or whatever way you want to look at it. Try to use at least some general references to primary source readings to highlight your points.

- 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**

Midterm Critical Analysis Essay Questions Assignment will be released this week and can be found at the top of the Week 7 module under the Weekly Overview. Please make sure to familiarize yourself with the questions and the assignment overall. Due next Wed., October 12 by 11:59pm

Discussion Questions:

1. How do the narratives of Arrian and Plutarch differ from each other? And how are they similar? Think broadly about these questions: structure, style, goals, objectives, biases, viewpoints, contents, etc.
2. Both Arrian and Plutarch wrote their accounts at least three to four centuries after the lifetime of Alexander. What does that do to our understanding of this history? What are some of the problems with such late sources for Alexander's life and campaigns?
3. What parts of the narratives of Alexander do you think would be pretty accurate, historically, and why? On the other hand, what parts of these narratives seem the most suspicious or unreliable to you? Make sure to use examples from the texts and explain your reasoning.
4. What are we to make of the personality and goals of Alexander? What do you think those were? Was Alexander creating, as one historian optimistically argued, a “universal brotherhood of man,” an empire of with a more cosmopolitan, diverse type of citizenship and belonging? Why do you think it might be difficult to perfectly understand this character and his achievements?
5. The Greek system of citizen-states of the classical period was closed off to “outsiders” of any sort. How did Alexander’s conquest challenge this attitude or posture towards citizenship, societal composition and belonging? Would it have been possible to keep the “closed” notion of Greek, polis citizenship across the cultural and ethnic heterogeneity of A.’s conquests?

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

- **Midterm Critical Analysis Essays due 12am Monday, Wednesday, Oct. 12th by 11:59pm**
- **Mid-semester Break from Thursday the 13th through Sunday the 16th**
- **No discussion this week**
- **No 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**

Discussion Questions:

1. What are some of the differences in style and thought between Polybius' narrative and that of the Roman historian, Livy? What do you notice? What seems important to stress for each author? Do you get a sense of personality from one more than the other?
2. In lecture I mention the three major points that Polybius stresses as the true causes of the Hannibalic War. Why might Polybius' three major causes form a rather unsatisfactory explanation for us overall? What's problematic about his view? Is he missing consideration of other factors? Do his causes seem plausible?
3. What were the strengths and weaknesses of the Roman military system versus that of some of its opponents like Pyrrhus or the Carthaginians? How was Rome different from the opponents it went up against?
4. What are the advantages of multi-ethnic, socially heterogeneous armies, like those of the Hellenistic monarchs or the Carthaginians? And what the advantageous of the more ethnically and geographically homogeneous Roman (and Italian) legionary armies?
5. Based on lectures and readings, how might the Roman legions of the Republic have embodied what one scholar described as a "melting-pot" for all Italic peoples? Do you think local and regional identities survived in experience of legionary service in or with the Roman legions?

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:**

1. What do you think were some of the factors that help explain why Rome got embroiled in wars so frequently? In other words, what do you think are some of the factors motivating and explaining Roman imperialism and expansion?
2. Diplomatically, what Roman foreign policy decisions and behaviors could be construed as “might makes right” justice? Where do you see paranoia logic informing Roman international relations and the causes of wars? Use examples from the narratives of Livy and Polybius.
3. How do Roman logics of foreign policy, treatment of conquered peoples, and questions of justice in the causation of wars remind us of Athenian forms of imperialism (examined in the earlier weeks of our course)?

• **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)
- Excerpts from *The Celtic Heroic Age*, Greek and Roman ethnographic writings on the Celtic peoples of Europe

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

Discussion Questions:

1. Why exactly do you think Caesar is writing the Civil Wars account? What's he trying to achieve here? Why might this work be considered a textbook case of propaganda?
2. What is the historical importance of Caesar's *Civil War* as an account? How accurate do you think Caesar's account of things is? What kinds of things might make his account problematic?
3. Why would a politician writing and sending a direct account of their military achievements to the citizenry be such a dangerous political development? How does this pose a danger to the political order and constitution of the Roman Republic?
4. Where do you see examples of Caesar’s diplomatic maneuvering and injustices towards the peoples of Gaul? Why might we characterize this “conquest” as one big looting expedition? How does Caesar’s *Gallic Wars* illustrate the nature of imperialism, its legitimizing of violence against the “other”, and its siphoning of resources from one region to another?

5. How do Greek and Roman ethnographers typically characterize Celtic peoples in relation to “Greekness” or “Romanness”? Positively or negatively? Is there nuance to their treatments? Why would Greeks and Romans take the time to engage in careful examination and treatment of their supposed enemies’ culture, ways, habits, and language, and overall lifeworld?

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

1. How does Julius Caesar depict himself and his cause in the *Civil Wars*? What diplomatic maneuvers did he make in order to spin or situate himself as the one on the side of justice and right in this conflict? Is justice a fluid concept, or do Caesar’s moral maneuvers themselves indirectly suggest a more concrete reality of unchangeable justice?
2. Discussion Questions: What are some of the primary achievements that the dictator Augustus sought to make sure his subjects were aware of in his *Res Gestae*? What are some of the messages of the Augustan regime that Augustus seems to have wanted people to understand and accept?
3. Imagine you were part of the resistance, both senatorial and citizen, to Octavian/Augustus’ bloody rise and takeover of Roman government. What passages in his *Res Gestae* do you think are subject to different or contested interpretations? That is, where do you see Augustus attempting to spin things? And how might those who resisted his authoritarianism and autocracy have characterized his claims?
4. Why must citizenries exercise such caution and critical skepticism in reading an individual politician’s account of their own career/behaviors/achievements/crimes?

• 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

Discussion Questions:

1. Some of the documents given in the source reader are inscriptions from monuments, gravestones, religious deposits or shrines, and other places. Why do you think inscriptions are such important pieces of historical evidence for capturing the experience of a wider section of citizens/people? How do these differ from the other types of literary sources we've looked at this semester?
2. How did the basis of military service change the nature of the citizen or type of soldier involved in the legions from Augustus' dictatorship onward? Consider civic identity, but also, importantly, ethnicity, language, and culture here. Are the soldiers all Romans or even Italians anymore?
3. Based on the evidence from the source reader, how would you characterize discipline and training in the legions during this period? Why do you think military service became so limited to the lower classes, poorer citizens, and non-Roman recruits during this period? And what might this illustrate about imperial armies in relation to ethnic and civic identity?
4. How does legionary service on the frontiers of empire demonstrate a kind of corollary of the expansion of the definition of Roman citizenship to those outside of Italy during the high to late empire?

Study Week, Nov. 21-27: Thanksgiving and Indigenous Peoples' Day holidays - NO CLASS

Please use this week to review and/or catch up on readings and begin preparations for the Final Critical Analysis Essays

Final Critical Analysis Essay assignment released on Monday. Please make sure to have a look at this assignment and the essays so that you can begin studying for and preparing these. Due date: 11:59pm Wednesday, Dec. 9th

Week 14 (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

1. Discussion Questions: Starting on page 18 of the source reader, there is an excerpt of the emperor Hadrian's address to his troops at Lambaesis in North Africa, given after a display of their military exercises. What can this address tell us about the relationship between emperor and soldiery, army? What kinds of things does the emperor emphasize and praise? Why does the emperor make so sure to visit the legionaries in person?

2. How do the excerpts in the source reader illustrate aspects of soldiers' daily and yearly life? What kinds of things do they tell us about life in the legions? They legions were typically stationed on frontiers and out of the eyeshot of the citizenry, and most would have never seen the city of Rome or even Italy. So what kinds of other peoples do the sources indicate they typically interacted with? What do you think this means for the identity of the so-called "Roman" legions?
3. What do you think was the role of the soldiery and army in spreading Roman civic identity during the period of the Empire? How is the army a cultural vehicle?
4. In what ways did the border legions deal out violence to others? And in what ways can you see the legions participating in peaceful, logistical, and civic actions?

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

FINAL EXAM DUE BY 11:59PM, Thursday, DEC 10th

GE Theme course submission worksheet: Citizenship for a Diverse and Just World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

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/civic and economic bases tended to produce that society's unique 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.

In particular, this course seeks to furnish students with a deeper understanding of the ways in which warfare and militaries connected to modes of citizenship, belonging, and participation in the societies of Antiquity. Not all ancient peoples understood these concepts in the exact same way and this course attempts to draw out the differences in the ways that ancient states, kingdoms and empires – from Egypt and Mesopotamia to Athens and Rome – sought to define the members of their societies variously in the domestic, political, and military spheres. We will examine what it meant to be a citizen within a larger polity or community, regardless of the how that given society chose to constitute its political order and its military. Through lectures and primary source readings, we will engage in a retrieval of past forms of citizenship and soldiering—as well as attitudes towards coercive force, violence and justice—that will both challenge and enrich our understandings of our modern forms and notions of citizenship.

Connect this course to the Goals and ELOs shared by all Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

ELO 1.1 Engage in critical and logical thinking.	This course will ask students to engage in critical and logical thinking about citizenship primarily through an evaluation of the ways in which different societies articulated the concept in relation to warfare and related it to other notions such as “rights”, participation, representation, and justice, to name a few. Weekly readings of primary sources will form the basis for evidence-based discussion forums where
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	<p>students must articulate their own views and responses to critical examination questions, and provide responses to their peers using evidence from the readings.</p> <p>For example, the questions from Weeks 1-3: 1) Based on lectures and primary source readings, why do you think the ancient kingdoms of the near east were characterized by strong authoritarian monarchies with large armies rather than more egalitarian arrangements between members of society that produced smaller armies? 2) How do the fragments of the Archaic Period poets and writers characterize the concept of justice? What is “straight” justice? And what do they mean by “crooked” justice? How does this all highlight the burgeoning sense of citizenship, belonging, and military participation amongst the Greek hoplites? 3) How does Herodotus’ account of the Persian Wars highlight the systemic political problems and civic issues prevalent within the Greek city-states which the Persian military took advantage of? What kinds of problems seem to have been chronic for the citizens of a <i>polis</i>?</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>The course textbook and lectures are meant to go together and these introduce students to the current scholarly consensus and debates on the nature of citizenship in the societies of the ancient world. The textbook presents a variety of scholarly expertise on the weekly topics.</p> <p>As well, the students engage in close readings and analysis of a large body of primary sources and their historical contexts so that students become increasingly engaged in an in-depth exploration of the theme—connection between politics, citizenship and warfare—throughout the course.</p> <p>For the midterm and final, students engage with essays on course themes requiring engagement as well with both primary source accounts as well as modern scholarly accounts and theories surrounding some particularly vexed questions about democracy and imperialism, citizenship and the production of armies, the road to civil war, and representation in the Roman legions. Such assignments also encourage students to reflect upon their own understandings of what it meant to be a citizen in the thought-world and terms of antiquity, and therefore also what it means to be a citizen in today’s world and our modern society.</p>

<p><i>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</i></p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions, and essays.</p> <p>Lectures discuss and analyze the concept of citizenship and warfare, in Greek and Roman societies in particular, through a large variety of lenses: political, cultural, economic, religious, geopolitical, gender/status, diplomatic.</p> <p>The weekly primary source readings challenge students to approach the concept of citizenship and the expression of that in militaries through the eyes of the ancient authors who belonged to the societies of Greece and Rome, and who inhabited a very different thought-world. Nevertheless, students will be encouraged to reflect upon how the ancients debated concepts such as citizenship, imperialism, state-based violence, justice, and equality – and how those conversations compare with our own modern ones about such concepts.</p> <p>The Midterm Critical Analysis Essays Assignment is composed of two 4-page essays. One essay question in particular asks students to grapple with Thucydides’ presentation of Athens’ radical democracy during wartime, the basis and character of its decision-making, and the diplomatic logics of empire that it pursued in conquering others. Students will need to demonstrate an understanding of the workings of radical democracy, the rational and irrational sides of “the People’s” voting impulses, and the connection of democracy (and its financing) to empire and violence against others, as well as the questions of justice lurking behind those issues. The essays therefore require students to understand a problem from multiple angles and approaches, and to show an awareness of the intersectionality of these causal factors/issues/explanations.</p> <p>A similar set of essays will be required for the final in the course. Students will be able to apply knowledge, experience, critiques and such to their preparations for this final assignment. As such, this assignment also represents an opportunity for further skills-building and refinement.</p>
<p><i>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i></p>	<p>The papers in this course in particular encourage students to reflect on the information and approaches learned in lectures, to think about what they have read and studied as a body of evidence, and to apply this learning to critical thinking assignments. Feedback on these assignments also serves to guide students forward towards stronger understandings of the material and ideas.</p> <p>Weekly discussion forums offer a crucial vehicle as well for self-critical reflection and interactive reflection with their peers. Such discussion forums also foster a sense of community and group learning amongst students.</p> <p>Students will also complete a Final Critical Analysis Essays assignment which requires them to reflect upon the skills they have learned engaging with primary sources over the course of the semester. While they engage with primary sources on a weekly basis, both the midterm final essays assignment are meant to draw them into a deeper exploration of how evidence can be deployed from a source to a critical analysis, where they will fully deploy the skills of an historian, taught to them over the course of the semester.</p> <p>The essays throughout the course also offer an “engage with the past” methodology where students are welcomed to play the role of a historical protagonist and formulate their essay as a speech or dialogue between historical actors. The goal is to foster students’ sense of ownership and</p>

	creativity in their own learning process.
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Goals and ELOs unique to Citizenship for a Diverse and Just World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

<p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,</p>	<p>This is a crucial aspect of this course. As state above, lectures will ensure students learn about citizenship and warfare from a broad range of lenses: political, cultural, economic, diplomatic, gender, religion, legal. A range of regional perspectives also guide students as the course offers a survey of societies across the Mediterranean from the ancient Bronze-Age near eastern empires, to the city-states of Classical Greece, and to the citizen republic of Rome and its later imperial monarchy.</p>
<p>national, global, and/or historical communities.</p>	<p>The following sources will offer students a number of different perspectives through which to understand how ancient communities thought about and construed citizenship, justice, participation, and such:</p> <p><i>Homer's Iliad</i> (Mediterranean Bronze Age) <i>Herodotus' Histories</i> and <i>Thucydides' History of the Peloponnesian War</i> (Classical Greece, democracy, imperialism, xenophobia) <i>Biography of Alexander of Macedon</i> (Hellenistic Period and multicultural empires) <i>Histories of Polybius and Livy</i> (on the basis of citizenship in the Roman Republic and its legionary military) <i>Caesar's Gallic War and Civil War</i> (on imperialism towards the "other" and the nature of citizenship and military service in civil war) <i>Inscriptions and literary fragment on the legions of the Roman Empire</i> (life in legions, life as soldier, multiculturalism and identity in the military)</p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Students in this course will gain a facility for identifying the historical precedents, evidence, ideological bases on which modern societies construct many of their own notions of what it means to be a citizen and participate in militaries, and to connect these notions to a broader understanding of intercultural competency for global citizenship. Such preceding examples in this course range from subjecthood under empires to autonomous citizens in egalitarian city-states, to citizen-farmer-soldiers in agrarian republics. Understandings of citizenship, belonging, and forms of participations showed differences in these differing cultural and regional settings; students are also encouraged to demonstrate awareness of how those understandings changed over time even within individual societies.</p> <p>Essay assignments in particular ask students to apply what they have learned about ancient notions of citizenship, democracy, and imperialism to their own modern understandings of the concept.</p>

<p>ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p>Diversity is a major theme of the course, as the material and readings force student not only to grapple with the “otherness” of the ancient thought-world, but to also contemplate citizenship from a variety of different ancient societies and people across the entirety of the Mediterranean world. As well, students are encouraged throughout the course to examine questions of citizenship alongside examinations of justice, equality, economic status, gender, and free/unfree statuses. From ancient near eastern law codes that treated different socio-economic classes differently, to the Athenian democratic citizenship which excluded women from voting, students consider the ways in which citizenship was contested, debated, and even weaponized against others.</p> <p>Essays on Athenian citizenship and freedom in Classical Athens, and life under the authoritarian regime of the Emperor Augustus, in particular, ask students to apply their learning in analyses that include much of the above-mentioned ideas and areas.</p> <p>The weekly discussion forums also allow students to unpack many of these difficult areas of examination through focused questions on the readings, and they are also exposed the differences in viewpoint of their fellow students.</p>
<p>ELO 4.2 <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p>	<p>These issues a very much central to our analysis of the societies in question in this course. Such issues form the basis for our examination of citizenship and warfare in Greece and Rome in particular. Questions of what was required of an individual for citizenship, who was excluded from citizenship and various forms of societal participation, and how broadly and evenly laws applied to various types of individual are explored through lectures, primary source readings, discussion, and critical essays. On the nature of Athenian democracy, and in tandem with Thucydides’ History of the Peloponnesian War, students examine the different “classes” of Athenian citizen, their access to decision-making, and how their collective persona as “the People” could cut through differences but also yield lopsided and unjust decisions. Analysis of Julius Caesar’s account of his <i>Gallic Wars</i> also leads students into a consideration of how imperialism and violence against “others” reinforced notions of Roman identity and citizenship. Additionally, one of the final exam essays requires students to demonstrate awareness of how the legions of the Roman Empire provided a kind of “melting pot” where both citizens, civilians, and non-Romans interacted with structures of power and created pockets of unique cultural and social development and change.</p>