

MODULE SYLLABUS

Armies and Navies: Studies in Ancient
Warfare

CLAH6003

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Module Code:	CLAH6003
Credit points:	20
Pre-requisites/restrictions:	None
Taught:	Semester 1
Lecturer:	Errietta Bissa

GENERAL INFORMATION

The module discusses ancient warfare concentrating on a specific period or interlinked periods, such as archaic and classical Greece or imperial Rome. The module explores the changes and subsequent evolution of tactics, ships, armour and weapons and how these influenced the conduct and consequences of war in the period(s) under study, such as the hoplite reform, the use of mercenaries, Marius' reforms or the increased use of auxiliaries in late Roman warfare. Further, the module discusses the social and political impact of warfare and the consequences of different types of war for the societies involved.

AIM(S)

- To enable students to identify and discuss the changes and evolution in tactics, armour, weapons and ships and their influence upon warfare in the ancient world
- To enable students to analyse and discuss modern scholarly interpretations of ancient warfare

LEARNING OUTCOMES

By the end of this module all students should be able to:

- Demonstrate a coherent knowledge and detailed understanding of the different aspects of either Greek or Roman warfare, including their social and political impact
- Discuss critically and evaluate in depth the main debates regarding either Greek or Roman warfare
- Systematically present their critically informed opinion of the reasons and consequences of the main changes and evolutions in either Greek or Roman tactics, weapons, armours and ships
- present written work in a manner appropriate for a relevant/professional audience

OFFICE HOURS/HOW TO CONTACT ME

Please feel free to come and see me if you would like to discuss any problems you may have concerning this module. Try, if at all possible, to come during my office hours. My office hours are Mondays 11.15-12.00, Tuesdays 4.15-5.00, Wednesdays 10.15-11.00, Thursdays 4.15-5.00. If you come to see me at another time and I am not in because of teaching or other commitments, please email me (e.bissa@tsd.ac.uk). You can also ask questions (not confidential) in the discussion board available in the Moodle space for this course.

STRUCTURE AND ORGANISATION

This 20-credit module has 30 contact hours, inclusive of 4 seminars. Attendance is compulsory for ALL lectures, workshops and seminars. If you cannot make a class because of illness or other good reason, you need to inform me (e.bissa@tsd.ac.uk) and your personal tutor about this.

Lectures and workshops take place on Mondays 5.15, Wednesdays 9.15 and Thursdays 10.15 in the Red Room.

Course Outline:

Number	Title	Content
1.	Introduction to module	Introduction to module, themes and assessment
2.	Sources and Theory of Warfare	Why is warfare important?
3.	Homeric Warfare	Warfare in the Homeric poems
4.	Arms and Armour	The evolution in infantry arms and armour
5.	The <i>Othismos</i>	The issues surrounding the <i>othismos</i> and its use in battle
6.	The <i>Othismos</i> in Practice	Workshop on the practicalities of the <i>othismos</i>
7.	Dealing with Modern Scholarship	Workshop: The problems with the modern debates on ancient warfare and how to critically approach them
8.	Phalanx tactics	Infantry tactics in the archaic and classical periods
9.	Who were the hoplites	The economic, social and political considerations of the hoplite “class”
10.	The role of the general	The political and military roles of the general in classical Greece
11.	Professionalism	The evolution of the professional soldier in the classical period
12.	The Macedonian Phalanx	The creation of the Macedonian infantry
13.	Early Ships	Early naval warfare (the pentekonter)
14.	The Trireme	The evolution of the trireme
15.	Naval Tactics	Tactics in naval warfare in the classical period
16.	The Polyreme	The evolution of the fighting ship into the polyreme
17.	Financing the Navy	The economic and political implications of supporting a navy in classical Greece

Number	Title	Content
18.	Cavalry	The uses of cavalry in Greek warfare
19.	Archers	The uses of archers in Greek warfare
20.	Light Troops	The uses of light troops (not archers)
21.	Siege Warfare	The evolution of siege warfare in the classical period
22.	Fortifications and Defence	The evolution of defensive walls and fortifications in the classical period
23.	The Soldier in Society I	The soldier as citizen and politician
24.	The Soldier in Society II	The soldier as family

Seminars

You will need to sign-up for a seminar group in the sign-up **Choice** on Moodle. If you have not done this, please contact me (e.bissa@tsd.ac.uk) as soon as possible, so that you can be allocated to a seminar group.

There are 4 seminar groups that meet as follows:

Group	Days	Dates	Where
Group 1	Mondays 10.15	15/10 29/10 19/11 03/12	LR10
Group 2	Tuesdays 3.15	16/10 2/11 23/11 7/12	LR11
Group 3	Mondays 10.15	22/10 12/11 26/11 10/12	LR10
Group 4	Tuesdays 3.15	23/10 13/11 30/11 14/12	LR11

Preparation material for the seminars will be available on the Moodle space for this course in the week preceding each seminar.

ASSESSMENT

Coursework

A 2,500-word reply to a scholarly article 50%

One 20-minute presentation 50%

Course work

A 2,500-word reply to a scholarly article 50%

Write a 2,500-word reply to one of the following scholarly articles. Consider the scholar's position, argument, use of evidence, position in debates and use of modern scholarship. You should try to either counter or support both the scholar's overall position and specific arguments. Remember that while you might agree with the overall position, you might disagree with some of the specific arguments made; that is acceptable and you should make it clear in your reply. You should always be careful to base your arguments on the ancient sources and evidence, as well as consult and engage with other modern scholarly views and arguments on the subject.

Articles:

1. Robert D. Luginbill 'Othismos: The Importance of the Mass-Shove in Hoplite Warfare' *Phoenix*, Vol. 48, No. 1 (Spring, 1994), pp. 51-61 Stable URL: <http://www.jstor.org/stable/1192506>
2. Pasi Loman 'No Woman No War: Women's Participation in Ancient Greek Warfare' *Greece & Rome*, Second Series, Vol. 51, No. 1 (Apr., 2004), pp. 34-54 Stable URL: <http://www.jstor.org/stable/3567878>
3. Peter Krentz 'Fighting by the Rules: The Invention of the Hoplite Agôn' *Hesperia: The Journal of the American School of Classical Studies at Athens*, Vol. 71, No. 1 (Jan. - Mar., 2002), pp. 23-39 Stable URL: <http://www.jstor.org/stable/3182059>
4. J. F. Lazenby and David Whitehead 'The Myth of the Hoplite's Hoplon' *The Classical Quarterly*, New Series, Vol. 46, No. 1 (1996), pp. 27-33 Stable URL: <http://www.jstor.org/stable/639557>
5. Matthew R. Christ 'Conscription of Hoplites in Classical Athens' *The Classical Quarterly*, New Series, Vol. 51, No. 2 (2001), pp. 398-422 Stable URL: <http://www.jstor.org/stable/3556519>

To be submitted by 2/11/12 3pm; returned by 7th December 2012.

One 20-minute presentation 50%

You should create your own title in consultation with the lecturer within the following topics:

1. The influence of warfare on the politics and the economy of the archaic and classical Greek states.
2. The archaic and classical Greek navies.
3. The reception of ancient Greek warfare in the modern media.
4. The use and importance of non-hoplite troops in landed warfare in the archaic and classical periods.
5. The role of non-citizens in warfare in the archaic and classical periods.

Final title to be agreed by: 15/11/12

The presentations will be given in January 2013 – specific dates and times to be announced via Moodle nearer the time.

General assessment information: coursework

Coursework submission for this module will be through Moodle. Please follow the instructions on the module's Moodle page for how to submit your work. The deadline for submission will be at 3 pm on the day given above. You will also need to retain a second electronic copy of your work to be submitted, if deemed appropriate, to the module convenor.

Word count

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised.

REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the School Office as soon as possible to make arrangements for this.

Special needs / requirements

If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Welfare Officer, Dr Kyle Erickson (k.erickson@tsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

Your coursework will be returned electronically through Moodle. Detailed feedback is given on the essay cover sheet but if you would like to discuss your work in more detail, do come and see me during one of my office hours (see times given above).

Extensions

Extensions for the submission of coursework will only be granted in exceptional circumstances; for more information please consult the Student Guide (or the *Academic Quality Handbook* 7.2.16 pages 180-181). In order to request an extension, you will need to fill in an extension request form, available on the Faculty Office Moodle page, and submit it in good time before the coursework submission deadline to the co-ordinator of your programme of study.

Please note that if you are given an extension, there may be a corresponding delay to the return of your work.

Some extra assignment/essay guidelines

Help for the writing of coursework is available in the TSD and School of Classics Reference Guides, as well as through the Student Support Moodle page. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

***** You need to watch plagiarism whenever you use secondary literature (ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

In case of problems....

Do come and see me during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

Bibliography

A bibliography is provided in the Moodle space for this course. Please note that the books mentioned there are only recommendations. You should also make use of the relevant lecture notes and handouts and do some independent research.

Unless they are available in electronic format, all items for the reading list have been placed on library-only or short loan and are kept behind the library counter. Note that all these items can be reserved via the computerised catalogue – a very useful device that allows you to plan ahead with your reading for the essay.

Course Materials and Moodle

All information regarding this course, including lecture, workshop and seminar handouts, powerpoints, this module syllabus, the bibliography, assessment assignment details and lecture podcasts will be available in the Moodle space for this course. Further, the Moodle space for this course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and me.

If you have trouble accessing any of this material or the Moodle space for this course in general, please contact as soon as possible the School Moodle co-ordinator, Dr. Errietta Bissa (e.bissa@tsd.ac.uk).

MARKING CRITERIA FOR REPLIES TO SCHOLARLY ARTICLES

LEVEL 6

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 6.

Outstanding (80-89%) HIGH FIRST CLASS. An authoritative answer that provides a fully effective response to the article. It should show a firm command of the scholarship on and around the subject of the article and an ability to integrate that scholarship and go beyond it. The analysis must achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer and support the answer. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

Excellent (70-79%) FIRST CLASS. A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the issues raised in the article and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the scholarship on the subject beyond the article itself and use sources creatively to arrive at its own independent conclusions.

Very Good (60-69%) Clearly structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and critical judgement in selecting, evaluating and organising material. The work engages clearly and critically with all of the arguments presented in the article using both ancient sources and modern scholarship. In the 64-60 range the work will display some of the qualities of excellence outlined above, although some aspects will be less fully realised. The 69-65 range represents a degree of achievement in all or most respects.

Good (50-59%) Sound and competent work which covers the subject matter and is appropriately organised and presented. May tend to some narrative and description rather than analysis but does attempt to present a coherent reply to the article's argument(s). Work in the 54-50 band is likely to be factually sound but to show only a general grasp of the issues which the article is raising, and to be weak in critical awareness and analytical qualities. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument(s) made in reply to the article.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and narrative. Some parts of, or specific arguments in, the article may be considered and replied adequately, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key issues and arguments raised by the author, or poor style, structure and presentation.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the article. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the issues raised in the article, substantial generalisation and the lack of any argument.

Clear Fail (20-29%) Work which shows little or no real understanding of the article and which displays little or no evidence of learning.

Bad Fail (10-19%) Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

Outright Fail (0-9%) Incomplete work, or work with absolutely no relevance to the article and its subject. A mark of 0 will be awarded for plagiarism or failure to submit.

Marking Criteria Oral Presentations

LEVEL 6

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 6. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieved highly effective audience engagement throughout.

Outstanding (80-89%) CLEAR FIRST CLASS. An authoritative answer that provides a fully effective response to the question. It should show a firm command of the literature and an ability to integrate that literature and go beyond it. The analysis must achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieved highly effective audience engagement throughout.

Excellent (70-79%) LOW FIRST CLASS. A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using sources creatively to arrive at its own independent conclusions. Presentation is clearly structured and within the specified time limit. There is excellent and interactive use of presentational aids. The presentation achieves highly effective audience engagement throughout.

Very Good (60-69%) Clearly structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and critical judgement in selecting, evaluating and organising material. In the 64-60 range the work will display some of the qualities of excellence outlined above, although some aspects will be less fully realised. The 69-65 range represents a degree of achievement in all or most respects. Presentation is structured and within the specified time limit. There is good and interactive use of presentational aids. The presentation achieves effective audience engagement occasionally.

Good (50-59%) Sound and competent work which covers the subject matter and is appropriately organised and presented. May tend to some narrative and description rather than analysis but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound but to show only a general grasp of the issues which the question is raising, and to be weak in critical awareness and analytical qualities. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument. The presentation may deviate slightly from the specified time limit. There is some use of presentational aids. The presentation achieves sporadic audience engagement.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and narrative. Some aspects of the question may be answered competently, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key issues and arguments. The

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presentation deviates from the specified time limit, or is too short. There is poor use of presentational aids. There is some effort to engage the audience.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any argument. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Bad Fail (10-19%) Work which fails on all criteria. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement.

Outright Fail (0-9%) Incomplete work, or work with absolutely no relevance to the question. The presentation excessively deviates from the specified time limit, or is considerably too short. There is lack of use of presentational aids and lack of audience engagement. A mark of 0 will be awarded for plagiarism or failure to attend the session.