

WAR AND SOCIETY IN THE ANCIENT MEDITERRANEAN

COURSE INFORMATION

General Information:

Class Title: War and Society in the Ancient Mediterranean

Class Location: Burdine (BUR) 216

Class Time: MWF 1000-1050

Taught by Dr. Steele Brand

Office Location: Clements Center, FAC 248M

Office Hours: MW 11 - 1230 or by appointment

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Course Description:

This class surveys the military history of the ancient Mediterranean from the beginnings of recorded history (~3100 BC) to the final barbarian assimilations of the Roman Empire (~AD 500). The course is chronologically arranged and examines the spectrum of data between material and textual. It begins by studying human conflict in the civilizations of Mesopotamia, Egypt, the Levant, Anatolia, and the Aegean, from the Lagash-Umma border conflict, the siege warfare of the Middle Bronze Age, and the unprecedented chariot clashes at Megiddo and Kadesh. It then transitions to warfare in the classical world, from the epic conflict with Persia, the calamitous Peloponnesian War, and Rome's slow, militaristic rise to domination. Students will analyze the strategic, operational, and tactical objectives (or lack thereof) of the major campaigns. They will explore naval engagements, decisive land battles, siege warfare, subterfuge, and everything else on the periphery. Students will also examine the moral, religious, political, and economic factors that preceded battlefield encounters. Above all, this class follows the first chapter in the tragic, exciting, and unpredictable story of organized human violence.

Global Cultures Flag:

“The purpose of the Global Cultures flag is for students to gain greater familiarity with cultural groups outside the United States. To that end, courses carrying the Global Cultures flag ask students to explore the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present, with the goal of encouraging students to reflect on their own cultural experiences within a global context.”

Required Texts:

Arther Ferrill, *The Origins of War: From the Stone Age to Alexander the Great* (Westview Press)

William James Hamblin, *Warfare in the Ancient Near East to c. 1600 BC* (Routledge)

John Gibson Warry, *Warfare in the Classical World: An Illustrated Encyclopedia of Weapons, Warriors, and Warfare in the Ancient Civilizations of Greece and Rome* (University of Oklahoma Press)

Course Reader — all Course Reader selections are found on Canvas.

Recommended Texts:

Brian Todd Carey and Joshua B. Allfree, and John Cairns, *Warfare in the Ancient World* (Pen & Sword Military)

Doyne Dawson, *The Origins of Western Warfare: Militarism and Morality in the Ancient World* (Westview Press)

Victor Davis Hanson, *The Western Way of War: Infantry Battle in Classical Greece*, (University of California Press)

Canvas:

All primary source readings will be available in the “Files” section of the class’s Canvas site. Each reading is labelled by its class section number and title. If you are having trouble accessing the site, please notify me. Assignments for each class session can be located online under the class title and text name following “Reader” in the schedule below.

OBJECTIVES:

Procedural Objectives:

- Gain a working knowledge of the names, places, and dates of the time period.
- Learn to organize this information in your own mind, on paper, or on the screen so that you can use it inside the doors of this classroom and outside the walls of this university.
- Acquire the powers of interpretation, analysis, and reflection regarding historical matters. Interpretation and analysis separate youthful thinking and mature thinking and make one the master of the knowledge he has. In reflection, you will bring meaning to the past and enable yourself to apply history as you shape your own future.
- Practice communicating historical information and lessons to your fellow man. Knowledge, organization, and analysis are made complete with the ability to convey what you know to someone else. As Albert Einstein explained, “You do not really understand something unless you can explain it to your grandmother.”

Conceptual Objectives

- Understand the art and science of history.
- Engage in scholarship. Your work should culminate in communal aspects of reflection and dialogue, particularly through writing. A university education’s climax is participation in the community of scholars at varying degrees of maturity. For this class, that means that you

should be able to converse with your fellow students, the professor, and the writers of the past. Always remember that scholarship is not confined to the halls of academia.

- Civic and vocational preparation. The most important aspect of studying history is moral formation as a civic and professional being. Some of you will move on to teach at the primary, secondary, and university levels, and this course is designed to assist you in teaching the majesty of history. All of you will become a part of local, regional, and international communities, wherever you live. History prepares your character and your mind to engage as a social human.

GRADING:

Each student has a unique perspective and skill set that I want to see exhibited in the class. The grading scheme is designed to allow each student the opportunity to contribute their best talents and observations.

Metrics:

Grading Scale:

- 90-100: A (Excellent)
- 80-89: B (Above Average)
- 70-79: C (Average)
- 60-69: D (Pass)
- 0-59: F (Fail)

Grading percentages:

- 2 exams: 60%
- Commentary journal: 28%
- Class engagement: 12%
- Possible extra credit: 3%

Grading timeline:

- up to 5 Feb: Section 1 commentary journal and class engagement due
- up to 28 Feb: Section 2 commentary journal and class engagement due
- 5 Mar: Mid-term exam
- up to 4 Apr: Section 3 commentary journal and class engagement due
- up to 25 Apr: Section 4 commentary journal and class engagement due
- 2 May: Final exam

Examinations:

There will be two essay exams: a mid-term and a final. The questions for the exams will be drawn primarily from the content in the class lectures, especially the themes and discussion portion at the end of every class. The final is not cumulative.

Commentary Journal (7% x 4 sections = 28%)

The goal is to create a running commentary on the primary source texts, and to a lesser extent, the class lectures. Entries in the running commentary can take **four forms**: that of a question, a caption, a reflection, or an application. They should also address one of the class's **ongoing themes**: the historiography of war, the principles of war, the tools of war, the strategy of war, and the culture of war. Students are encouraged to incorporate multiple forms of commentary and multiple themes in their journal for each section. Each entry should be marked with the class date and author. Students should engage **at least half of the section's primary source authors**.

The journal's commentary for each section should run approximately 500 words. I will review and grade your journal by the end of each section, and earlier if you turn in entries sooner. At the due date listed above, please proof read, print, and turn in the section's journal to the professor. If you turn in your commentary in installments (e.g. journal entries for the first three classes), you will have less to do at the end and can receive comments from the professor before the final grade for the section is given.

These are examples that should give you the general idea for what is required. You will not need to specify what theme or form you are using for your entries.

- *Historiography of War, in a question:*
"Herodotus and Diodorus describe the Battle of Thermopylae with degrees of apparent objectivity, but how much can we actually trust the Greek historians, one of whom lived long after the events described?"
- *Principles of War, in a caption:*
"At Thermopylae, the Spartans used simple terrain against the Persians to create a bottleneck and channel the enemy so that their superior numbers were neutralized."
- *Tools of War, in a caption:*
"The Persians relied on light infantry for hand-to-hand combat and on long-range missiles to finish off the Hellenic defense at Thermopylae. Their tactics and weapons made them a fair match for the Greek armies because . . ."
- *Strategy of War, in a reflection:*
"Did the Battle of Thermopylae strengthen the Persian position or the Hellenic? Despite the battle's reputation as an inspiring, heroic feat, I believe the battle was a disaster for the Greeks because . . ."
- *Culture of War, in an application:*
"Aristodemos' reception at Sparta and his final death at Plataea represent a warrior culture that more closely parallels tribal Asian and African armies than modern, Western armies."

Journal entries should be polished, incisive, and thoughtful. Think quality, not quantity. This is easier than you think. As long as you read the "Reader" texts, think critically, and write clearly, you won't be giving a wrong answer. Have fun with the texts, some of which may seem very odd to you, and make an observation or an argument.

Please feel free to stop by during my office hours to brainstorm as you are writing your commentary journal. This is designed as an opportunity for you to interact with the ancients as you engage your fellow students and the professor. History occurs in community and should be remembered communally. We will discuss the class's entries at the end of every section.

Engagement (worth 12%):

Class Participation:

Most classes will include the opportunity for student questions and discussion. Over the course of the year I expect students to interact with the course material, their fellow students, and the professor. Basically, show up to class and don't be a zombie.

For those requiring metrics, keep the following in mind over the course of the semester. Questions, discussion points, and remarks that will give you 100% credit for the section include: one thing very clever, two things moderately clever, or three things very dull indeed. Reflection papers (½ - 1 pg double-spaced) equal one thing moderately clever and can include, for example, your thoughts on the lesson, an exploratory question, an allusion to another historical event, fictional theme, or pre-2006 Star Trek. Reflection papers should be turned in by the section deadline.

Attendance:

I have a personal distaste for nannyism. Therefore, I will neither require nor tally attendance. I also have no taste for pop quizzes, tests, or tarts. Nonetheless, remember that attendance is important for four reasons: 1) class engagement requires class attendance, 2) the exam questions will be drawn primarily from the class commentary and discussion, 3) each class will introduce and discuss the primary sources you will comment on in your journal, 4) the textbooks are very good but often only include the nuts and bolts of the story, meaning that to understand how the machine works you have to participate in the community of the classroom.

Extra Credit (maximum of 3, each worth 1 pt):

Movie papers: 1 pg double-spaced summary of an APPROVED movie on our time period that analyzes the content of the film and discusses: 1) artistic license and historical discrepancies, and 2) the movie's applicability for its day.

ACADEMIC ETHICS AND ETIQUETTE:

Disabilities:

UT Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information contact SSD at 512-471-6259, or go to <http://www.utexas.edu/diversity/ddce/ssd>. Students must present a UT "accommodation letter" authorizing specific accommodations.

Rescheduling deadlines:

Make-up exams will be arranged only in the event of documented illness or other emergencies, and the professor must be notified before the exam. Students may also reschedule for religious holidays as stipulated in the University's Religious Holidays Policy, available at http://www.utexas.edu/provost/policies/religious_holidays/. Students must notify the professor 14 days in advance.

Scholastic dishonesty:

Scholastic dishonesty on any graded assignment will result in a score of 0. Scholastic dishonesty includes any kind of cheating or collaboration on tests, or submitting work that is not either your own or accurately attributed to its source. For more information, contact Student Judicial Services at 512-471-2841 or go to http://deanofstudents.utexas.edu/sjs/acint_student.php.

UT Honor Code:

“The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

Personal Electronic Devices:

- Cell phones, iPhones, iPods, etc.: Performance hall / theater rules apply — do not let them become a distraction for yourself or others.
- Laptops, iPads, etc.: The professor encourages the use of any medium that promotes students' learning and discussion in an unobtrusive manner.
- Caveat: The professor reserves the right to accept or deny the use of any device — electronic or otherwise — in the class.

Academic Discourse:

- Professional etiquette, especially in correspondence, did not disappear with the computer revolution.
- Any idea may be challenged on its merits.
- Exercise your sense of humor.
- Zeal is a good thing, just ensure it is directed at the arguments and the ideas.
- Rhetoric, logic, and tradition, when wisely combined, form the best arguments.
- There are no silver bullets.

CLASS SCHEDULE AND READING ASSIGNMENTS:

Course Introduction

13 - 17 Jan

*Introduction to Course
History, War, and Society*

City-States and Kingdoms (c. 3100 - c. 1200)

1.1 The First Armies

Hamblin: 40b-48a, 323b-327; Reader: Sumerian King List
Optional: Ferrell: 33-41

20 - 24 Jan

MLK Holiday

1.2 War and Proto-Empires

Hamblin: 48b-60a, 81b-88a, 353-361; Reader: Stele of Vultures, Naram-Sin, Autobiography of Weni
Optional: Ferrell: 42-46

1.3 Petty Kingdoms and Their Fortresses

Hamblin: 185-192a, 368-370a, 373b-375a, 418-422, 451-455; Reader: Zimri-Addu 161; Tale of Sinuhe
Optional: Ferrell: 47-49a, 61-62a

27 - 31 Jan

1.4 Hammurabi, Hyksos, and Hittites

Hamblin: 221b-236, 456-459a; Reader: Hyksos in Egypt, Proclamation of Telepinu
Optional: Ferrell: 49b-50a

1.5 The Rise of the Great Chariot Kingdoms

Hamblin: 145-153; Ferrell: 50b-53a; Reader: Autobiography of Ahmose, Hittite Ritual before Battle

1.6 Chariot Kingdoms: Battle of Megiddo

Ferrell: 53b-57a; Reader: The Megiddo Campaign, Suppiluliuma Treaty

3 - 7 Feb

1.7 Rivals for Domination: Battle of Kadesh

Ferrell: 57b-60; Reader: Kadesh Poem, Eternal Treaty

1.8 Trojans?

Ferrell: 91-99a; Warry: 10-23; Reader: Homer

Empires and Republics (c. 1200 - c. 430)

2.1 Catastrophe!

Ferrell: 64-67a, 85; Reader: Ramesses III, Nebuchadnezzar I, Assur-bel-kala

10 - 14 Feb

Section 1 Reflection Review

2.2 YHWH's Wars

Ferrell: 62b-63; Reader: EA 286-287, Bible: Joshua 5-8

2.3 Israelite Mini-empire

Reader: Bible: Judges 4-5, 1 Samuel 13, 2 Samuel 8

17 - 21 Feb

2.4 Assyrian Empire

Ferrell: 67b-77a; Reader: Bible: 2 Kings 17-20, Ashurbanipal

2.5 Babylonians, Medes, and Persians

Ferrell: 80-90; Reader: Behistun Inscription

2.6 Tyrants and Tyrannicides

Ferrell: 99b-107a; Reader: Herodotus-Peisistratos, Livy-Tarquin

24 - 28 Feb

2.7 Persians and Hellenes

Warry: 24-44a; Reader: Herodotus-Marathon, Thucydides-Pentekontaetia

Guest Lecture — New World, Old Wisdom: Foreign Policy and the Classics

2.8 Republics in the Western Mediterranean

Warry: 108b-109; Reader: Livy-5th century Italy

3 - 7 Mar

Section 2 Reflection Review

Mid-term Exam - 5 March

The Apex of Multipolar Anarchy (c. 430 - c. 200)

3.1 Peloponnesian War

Warry: 44b-53; Reader: Thucydides-Peloponnesian

17 - 21 Mar

3.2 New Things

Warry: 54-68a, 110-113; Reader: Xenophon, Livy-Gauls

Guest Lecture — Realpolitik in the Ancient World

3.3 338: Hegemony

Warry: 68b-69; Reader: Livy-Latins

24 - 28 Mar

3.4 Alexander's Anabasis

Warry: 70-85; Reader: Arrian, Quintus Curtius

3.5 The Samnite Wars

Reader: Livy-Sentinum

3.6 Diadochi

Warry: 86-97a; Reader: Diodorus-Ipsus, Plutarch-Demetrius

31 Mar - 4 Apr

3.7 Pyrrhus and the First Duel with Carthage

Warry: 97b-108a, 114-117a; Reader: Plutarch-Pyrrhus, Polybius-Corvus

3.8 Fourth Syrian and Second Punic War

Warry: 117b-124a; Reader: Polybius-Constitution

A New World Order (c. 200 BC - c. AD 500)

4.1 200: Transition

Reader: Livy-Authorization

7 - 11 Apr

Section 3 Reflection Review

4.2 Rome Masters the Mediterranean

Warry: 124b-129a; Reader: Polybios-Tactics

4.3 The Last Generation

Warry: 129b-143; Reader: Plutarch-Marius, Appian-Sulla

14 - 18 Apr

4.4 A New Generation

Warry: 144-170a; Reader: Julius Caesar, Appian-Caesar

4.5 The Empire

Warry: 170b-187; Reader: *Res Gestae Divi Augusti*, Cassius Dio

4.6 Pax Romana and Frontier Warfare

Warry: 188-198a; Reader: Tacitus

21 - 25 Apr

4.7 Collapse, Recovery, and Transition

Warry: 198b-203; Reader: Augustan History, Eusebius

Guest Lecture 3

4.8 Christians and Barbarians

Warry: 204-217; Reader: Ammianus, Augustine, Gregory of Tours

28 Apr - 2 May

Section 4 Reflection Review

Conclusion to Class

Final Exam - 2 May