



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9/6/2012

1. ACADEMIC UNIT: School of International Letters and Cultures

2. COURSE PROPOSED: SLC 394 Greece and Rome at War 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Paul Arena Phone: 602-421-5077
Mail Code: 0202 E-Mail: paul.arena@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [ ]
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [x]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [ ] No [x] Yes; Please identify courses: GRK 394/LAT 394/HST 394

Is this amultisection course?: [ ] No [x] Yes; Is it governed by a common syllabus? yes

Robert Joe Cutter
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 9/10/12

## Arizona State University Criteria Checklist for

### **HUMANITIES, FINE ARTS AND DESIGN [HU]**

#### **Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1.</b> Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>3.</b> Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>4.</b> In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>a.</b> Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> Deepen awareness of the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to developing skill in the use of a language – <b><u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u></b></li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses which emphasize the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to teaching skills.</li> </ul>	

Course Prefix	Number	Title	Designation
SLC/GRK/LAT/ HST	394	Greece and Rome at War	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2.	In WAR we are primarily focused on analyzing ancient texts in chronological order to both gather evidence for military history as well as study the development of military historiography.	*see attached syllabus under "Readings," "Assignments," and "Course Itinerary"
3.	In WAR we actually try to recreate the movement and dynamics of ancient battles by modeling and simulating the battles through board and computer games.	*see attached syllabus under "Lab Reports"
4. d.	As mentioned above, the core of WAR is studying the ancient literary texts as sources for military history. There is a clear literary development in these authors' treatment of the subject from the beginning (Homer) to the end of the course (Tacitus.)	*see attached syllabus uner "Lab Reports" and "Course Itinerary"

SLC 394: Greece and Rome at War  
Core Area: Humanities, Fine Arts, and Design

**Catalog Description:**

Covers topics of immediate or special interest to a faculty member and students.

Paul Michael Arena  
Office: LL 164g  
Hours: M F 11:50-12:50 and App.  
e-mail: paul.arena@asu.edu  
Cell: (602) 421-5077

***Required Texts***

Warry  
Student Packet #1  
Student Packet #2

*Warfare in the Classical World*  
Classical Greece at War  
Macedonia and Rome at War: Alexander to Augustus

***Course Description***

We shall be studying the major battles, leaders and tactics of Classical Greece and Rome. There will be lectures, but this will NOT be a pure lecture course. I shall contribute weekly lectures, but students will have to participate every week via study questions based on the sources as well as contributing presentations in their groups. With this multi-faceted approach, I hope we shall all end up with a greater sense of the evolution of the leaders, armies and tactical systems of the Greeks and Romans.

***Student Learning Outcomes***

Upon Successful completion of the course:

- Students will be familiar with the military history and literary record of the great battles of the ancient Greeks and Romans.
- Students will understand the impact of tactics, strategies, equipment, and leaders, as well as the differences and advances in each which determined the outcome of ancient battles.
- Students will be able to apply strategic, leadership and technological knowledge of various ancient armies to influence the outcome in simulations of ancient battles.

***Readings***

The required readings in the course include the Warry text and a collection of Primary Sources provided for you in two class readers. The first one is available at the ALTERNATIVE COPY SHOP now (<http://alttempe@alternativecopy.com>/1004 S. Mill Ave Tempe – 480 829-7992); the second packet shall be available by week 4.

***Assignments:***

***Readings and Study Questions***

You are encouraged to complete and hand in the study questions included in the course packets. These study questions are keyed to the readings you will be completing for the course, will enhance your understanding of the literary record with regard to the battles we cover, and will enhance your participation grade. They are not mandatory, but again, they WILL ENHANCE your PARTICIPATION grade.

***Lab Reports***

You are required to turn in four “lab reports” during the semester. The primary method for doing a lab in this course will be via a mock simulation of one of the battles studied. We will mainly be using the boardgame *Commands and Colors Ancients* to accomplish this. <http://www.ccancients.net/> Other, creative modeling of battles that may work as a “lab” may be suggested by the students. The details on “lab procedure” will be presented to students in another document.

### *Groups*

I shall divide the students of the course up into 10 groups (“legions” or “cohorts”). The classmates in your group should be your lab partners, and more importantly will form your team for presenting your project presentation for the semester. The details on “legion composition” will be presented to students in another document. Groups are required to do a collaborative presentation of their battle to the class, and also to turn in a written version of this presentation at the end of the semester.

### ***Grade Breakdown***

Quizzes	15%
Grp Project	25%
4 Labs	20%
Final Exam	30%
Study Questions and Participation	10%

***Disability Accommodations:*** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

***Establishing Eligibility for Disability Accommodations:*** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

### ***Statement on academic dishonesty***

No cheating or plagiarism will be tolerated. Students who cheat risk sanctions that range from a failing grade on the assignment or test in question to expulsion from the university, depending on the severity of the infraction. If you don't know what constitutes cheating, you might want to look this up: <http://provost.asu.edu/academicintegrity>.

### ***Course Itinerary:***

Greece and Rome at War – Lecture/Discussion Outline

Main term is the focus of the battle and/or reforms which define a particular tactical or strategic development.

()=special units to be discussed; []=important general {}=selection from reader for DISCUSSION IN CLASS

Aug. 19 Intro

Aug. 24, 26 Homer and the Trojan War {Opening of Iliad 6}

Aug. 31, Sep. 2 Dark Ages through the Archaic (Greek Hoplite); Persia (Trireme) [Dionysius of Phocaea] {Battle of Lade}

Sep. 7, 9 the Persians Wars [Miltiades] {Marathon}/{The Peloponnesian War –Strategic Study #1}

Sep. 14, 16 {Fight over Pylos} [Demosthenes]/{Battle in the Great Harbor}

Sep. 21, 23 The 10,000 {Battle of Cunaxa} [Xenophon]/ Thebes and Epaminondas

**Group Presentations Begin**

Sep.28, 30 {Battle of Leuctra} (the Sacred Band) [Epaminondas]/ Philip's New Model Army

**Quiz 1 9/28**

Oct. 5, 7 Chaeronea [Philip] (Macedonian phalangite) (companions)/ {Battle of Granicus}

Oct. 12, 14 {Battle of Granicus}/ {Siege of Tyre} (Sieges) [Alexander]

Oct. 19, 21 {Battle of Hydaspes/ {Battle of Heraclea} (elephants) [Pyrrhus] (Hellenistic army) (manipular legion)

Oct. 26, 28 Punic Wars {Strategic Study #2}/ {Battle of Cannae} [Hannibal]

**Quiz 2 10/26**

Nov. 2, 4 {Battle of Zama}/ Marian Reforms [Marius] [Sulla] {Siege of Alesia} [Julius Caesar]

Nov. 9 {Battle of Carrhae} [Crassus] (Parthians)

Nov. 16, 18 {Battle of Pharsalus} [Pompey] / {Siege of Alexandria} {Battle of Philippi}

Nov. 23 {Battle of Philippi} {Battle of Actium} (Late Roman war galley) [Antony] [Agrippa]

Nov. 30, Dec. 2 Augustan reforms (1<sup>st</sup> Cent AD Roman Legionary) / {Boudica's Revolt}

Dec. 7 Review

**Greece and Rome at War – Group Projects**

As a group, you will present a detailed account of ONE battle from the below list. I have listed these in chronological order. We shall begin student presentations in Week 6. We shall discuss more details concerning these projects after I divide the class up into groups.

480 Himera; Salamis (n); Thermopylae; 479 Plataea (Persian Wars)

425 Sphacteria; 424 Delium; 418 Mantinea; 415 Anapus River; 40 Arginusae (n) (PP War)

362 Mantinea (Thebes)

352 Crocus Plain; 333 Issus; 331 Guagamela; 328 Jaxartes River (Alexander)

279 Asculum; 275 Beneventum (Pyrrhus)

262 Agrigentum; 256 Ecnomus (n); 255 Bagradas Plains (1<sup>st</sup> Punic War)

218 Trebia; 217 Lake Trasimene; 215 Dertosa; 207 Metaurus; 206 Ilipa; 208 Baecula (2<sup>nd</sup> Punic War)

217 Raphia; 197 Cynoscephalae; 190 Magnesia (Rome and the Successor Kingdoms)

166 Beth Horon; 164 Beth Zur; 160 Elasa (Judas Maccabeus)

101 Arausio, 102 Aquae Sextiae; 82 Colline Gate (Marius and Sulla)

73-71 Servile Wars (Spartacus)

57 Sabis; 52 Gergovia; 49 Utica; 47 Zela; 45 Munda (Julius Caesar)

36 Naulochus (n)

9AD Teutoburger Wald

43AD Medway; 51AD Cefn Carnedd; 84AD Mons Graupius (Roman Britain)

70AD Jerusalem