

CLAS 140-03: ANCIENT WARFARE AND SPORT (.5 CREDIT)



MEETING DAYS, TIMES, AND PLACE:

TTh, 9:30-10:45, Wallace 113, for the first half of the semester

INSTRUCTOR INFORMATION:

Dr. Robert Holschuh Simmons
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Office Hours: Tuesdays, Wednesdays, and Thursdays 3-4 PM, Fridays 10 AM-noon, and by

appointment.

PREREQUISITES: None

FOR WHOM PLANNED:

This course is designed for anyone interested in the practice of warfare and sports in the ancient Greek and Roman worlds, and ways in which the two areas often overlap. It will be particularly well-suited for students who are willing to take physical part in our recreations of ancient sporting events and battle techniques. This class can also fulfill partial requirements for a major in History, Classics, Latin, or Greek.

COURSE DESCRIPTION:

From our first records of Greco-Roman life, expressions of warfare and of sporting behavior have overlapped. From the obvious combat of wrestling and gladiatorial conflict, to less outwardly violent activities such as javelin throwing and chariot races, the roots of many of the most popular sporting activities in the ancient world were in preparation for battle. This course will explore both of those critical parts of life in the ancient world, as they developed individually, and in interactions between them. The course will be highly active throughout, with students regularly asked to act out battle techniques and athletic events. **One caution: this course will be dealing with a number of topics that were prominent parts of Greek and Roman life through the centuries, some of which may make certain people uncomfortable. Among things that may make some students uncomfortable about our readings, video clips, and other ideas presented and/or discussed in class are the following: violent behavior in the readings and in some video clips; simulations of techniques of ancient warfare in class; depictions of male and female nudity in ancient vase paintings; portrayals of ancient slavery in our readings; and ancient stereotypes of sexes and cultures that come up in readings, which we will discuss in class. While I will do my best to make our discussions inclusive, kind, and academic, some of the content of this course may not be ideal for students who are particularly sensitive to the sorts of matters mentioned above. If you take issue with any of the material or discussions in this course, please contact me.**

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students should be able to do the following, and more:

- 1) Identify significant and influential military and athletic techniques from the worlds of classical Greece and Rome, and be able to act out many of them.
- 2) Develop an extensive vocabulary of terms used in the ancient world to refer to the techniques we will learn.

- 3) Analyze social, cultural, and historical factors influencing developments in military approaches and athletic tastes over years and centuries.
- 4) Explain connections and overlaps between warfare and sport in the ancient world, and in the modern world as well.

EVALUATION AND GRADING:

PREPARATION AND PARTICIPATION:

This will be a tremendously active and interactive class. We will spend a lot of time physically performing ancient athletic events and military techniques. We will also be spending a lot of time talking about the things we have read and learned in class. Thus it is critical that you be willing to take active part in class, both intellectually and physically. To do the best job in carrying out class activities, it will be important for you to be well prepared for each class. If you have not done your reading, you are likely to feel rather foolish as the rest of us are performing events and you do not know what we are doing. Thus a significant part of your grade will come from your participation in class and your preparation for it. Either I will assign you a grade in this category based on my observations and notes, or I will give you the opportunity to justify a grade for yourself.

ATTENDANCE:

Because attendance is crucial to your success, and because our class meetings are where a great deal of the course's value comes, I will hold you to a high standard of attendance. You may occasionally, however, need to miss a class for illness or other reasons. **Thus you will not be penalized for your first two absences, whatever the reason for them. If you miss more than two classes, however, your grade or status in the class will be affected according to the following parameters:**

- For your third absence, your preparation and participation grade for the semester will drop by 5%.
- For absences five and above, your attendance grade will drop another five percent for each absence (to 90%, then 85%, etc.).

Normally, the two-absence cushion should account for matters outside of your control that would keep you from attending class, so the third one, even if it could be excusable on its own, serves as the consequence for classes missed previously that were within your control, and it underscores the importance of your being present: any absence, for whatever the reason, detracts from your learning in the class. However, I recognize that a person can, at times, run into circumstances that can keep her or him out of class on several occasions without any fault on the student's part. If your first two absences were all due to debilitating or contagious illness, family emergency, mandatory religious obligation, or participation in an authorized College activity (for any of which I may require documentation), I would be willing to consider not penalizing you for a third absence either, if that also was precipitated by one of those circumstances. For absences beyond the first two that you believe should be excused, you should contact me beforehand if you are in position to know about the absences in advance (such as if you have a mandatory religious or College obligation); if the absence is the result of an emergency, you should notify me within three days of the missed class. Please speak with me if you have a different reason for your absence that you think may be excusable. I will be the sole arbiter as to whether an absence will be considered excused. Further details:

- Missing 25 or more minutes of class (whether at the beginning, middle, or end) counts as an absence.
- Three times arriving late counts as an absence.
- If you walk in after I have taken attendance, it is your responsibility to make sure I have marked you present for the time that you were in class.

QUIZZES AND IN-CLASS WRITING:

Because it is critical that people are well-prepared for class in order for the events we will do in class to work out, I will regularly have you either take a short quiz or write for a few minutes in response to the reading you were assigned, and sometimes in response to questions that I have assigned along with your reading. **MISSED QUIZZES AND WRITING ASSIGNMENTS MAY NOT BE MADE UP**, unless you have missed such an assessment for reasons that were fully justifiable and over which you had no control. (I will be the one who determines whether your circumstance justifies any mercy.) However, I will drop students' two lowest scores, including missed assignments, in tabulating their final grade.

EXAMS:

There will be two exams, each covering assigned readings and the content of class activities, discussions, and lectures, including visual images. Each exam will include both a written component and a component in which you must physically show how to do practices of ancient sports and warfare that we have learned in class. **MISSED EXAMS MAY BE MADE UP ONLY IF MISSED FOR ONE OF THE FOLLOWING REASONS**, and only with appropriate documentation: debilitating illness, family emergency, mandatory religious obligation, or participation in authorized College activities. Please speak with me if you have a different reason for your absence that you think may be excusable. You must make every effort to contact me *before* the exam if a make-up is necessary, and you must take the make-up exam within five class days of the scheduled date. Our final exam will be offered on Friday, Oct. 10, at 9:30 AM.

PROJECT:

You will undertake one project in which you will show some physical understanding of the ancient practices we will discuss, and in which you will explain how your project shows that understanding. You will be doing things like painting shields in a way that reveals your knowledge of designs that appeared on ancient shields, or perhaps choreographing and acting out a battle (on a small scale) in a way that certain ancient armies would have done. You will also need to explain how your project reflects your knowledge. Specific details of this assignment will be forthcoming.

GRADE BREAKDOWN:	Preparation and participation	20%
	Quizzes and in-class writing	20%
	Exams	50%
	Project	10%

PERCENTAGE/GRADE EQUIVALENTS:

98+ = A+	87-89 = B+	77-79 = C+	67-69 = D+	59 and below = F
93-97 = A	83-86 = B	73-76 = C	63-66 = D	
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

REQUIRED TEXTS AND OTHER MATERIALS:

Connolly, P. *Greece and Rome at War*. Frontline Books, 2012.

Futrell, A. *The Roman Games*. Blackwell, 2006.

Miller, S. G. *Arete*. 3rd edition. University of California Press, 2012.

Swaddling, J. *The Ancient Olympic Games*. 2nd edition. University of Texas Press, 1999 (or newer).

COURSE ENGAGEMENT EXPECTATIONS:

This course is scheduled to meet 2 days per week for 75 minutes each for seven weeks. You should expect to spend on course reading, homework, memorization, etc. approximately two hours outside of class for every hour in class. Assigned activities may take each student a different amount of time to

finish; however, the weekly average for all students in the course for those matters should be 10 hours. Intensive studying for exams and preparation for your project will be in addition to the standard weekly preparation, but will likely average out to an extra two hours per week. The time estimates for the course thus break down as follows:

In class activities	2.5 hours
Homework	5.0 hours
Review of course material and class preparation	2.0 hours
Intensive studying and preparing for projects (averaged out)	<u>2.0 hours</u>
Average per week:	11.5 hours

CLASS BEHAVIOR EXPECTATIONS:

To maintain a classroom environment in which everyone can learn, please show the respect and courtesy to others that you would expect in turn. Here are a few of the ways in which you can show respect and courtesy:

- Be in your seat on time for class, and remain for the duration of each class.
- Have a notebook, pen, and relevant materials out and ready to use throughout class.
- Be ready to answer questions about the day's homework and other relevant subjects, to work on in-class assignments individually and with peers, and to share your work in small groups with the whole class.
- Remain quiet while I or others in class are speaking.
- Show support for those who speak in class by your demeanor and body language.
- Focus on the content of the class, not on personal electronic devices; all such items should be turned off and packed away during class, unless they are being used for class matters, in a way that is not distracting to your classmates or me.
- You may eat and drink in class, but only if it is not distracting to other students or me.

E-MAIL COURTESIES:

When sending me e-mail, please observe the following courtesies:

- Begin the message with a salutation of some sort (Dr. Simmons, Prof. Simmons, Mr. Simmons, etc.).
- Include a reasonably accurate subject line.
- Capitalize and punctuate where appropriate, and proofread to make sure that you are communicating clearly.
- At the end of the message, please identify yourself by the name by which I know you (first name or nickname).

I will get back to you as soon as I can. Sometimes a response will be immediate; on other occasions it may take me several hours, and quite possibly a full day if you write late in the day, at night, or on a weekend, if I need to give some thought to a response before providing one, or if I simply have other things I need to get done before I can get to e-mails.

SPECIAL NEEDS:

Anyone who has a special need that may require some modification of seating, testing, or other class requirements should see me as soon as possible. I will be pleased to make the appropriate arrangements in consultation with you. Depending on the modification, you may need to be registered with Disability Services.

ACADEMIC HONESTY:

From the Monmouth College Academic Honesty Policy: “We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally – will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student’s responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor’s syllabus.

“The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one’s own work on outside assignments specified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

“Please note that this list is not intended to be exhaustive.”

The complete Monmouth College Academic Honesty Policy can be found on the College web page by clicking on “Student Life” then on “Student Handbook” in the navigation bar on the top of the page, then “Academic Regulations” in the navigation bar at the left. Or you can visit the web page directly by typing in this URL: <http://www.monmouthcollege.edu/life/residence-life/scots-guide/academic.aspx>.

In this course, any violation of the academic honesty policy will have varying consequences depending on the severity of the infraction as judged by the instructor. Minimally, a violation will result in an “F” or 0 points on the assignment in question. Additionally, the student’s course grade may be lowered by one letter grade. In severe cases, the student will be assigned a course grade of “F” and dismissed from the class. All cases of academic dishonesty will be reported to the Associate Dean, who may decide to recommend further action to the Admissions and Academic Status Committee, including suspension or dismissal. It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so excuses or claims of ignorance will not mitigate the consequences of any violations.

HELP OUTSIDE OF CLASS:

You should not hesitate to talk with me about any difficulties you are having—any topic in the ancient world is challenging, and I want to help you do the best you can at it. Speak with me as soon as you are having trouble; letting a problem fester is likely to make it worse. Also, tutoring may be available; I will let you know the details of “when” and “where” as soon as I have them.

CAVEAT:

Things can change in the course of the semester. Any substantive changes to the syllabus will be provided in writing.