The University of Newcastle  
Faculty of Education and Arts  
School of Humanities and Social Science  
http://www.newcastle.edu.au/school/hss/  

AHIS1040 - War in the Ancient World  

Course Co-ordinator: Jane Bellemore  
Room: MCLG24  
Ph: 4921 5231  
Fax: 4921 6933  
Email: Jane.Bellemore@newcastle.edu.au  
Consultation hours: Tues, Fri  
Semester: Semester 1 - 2007  
Unit Weighting: 10  
Teaching Methods: Lecture, Tutorial  

Course Overview  
Brief Course Description  
This course will examine, by means of case studies, a number of aspects of the prosecution of war in the ancient world. The course will consider the attitudes, roles and actions of the warring parties, and the impact warfare has on combatants and non-combatants alike. Where nations are involved in prosecuting war, the course will also consider the reasons for the outbreak of warfare, and it will consider the nature of the societies participating in such conflict.  

Contact Hours  
Lecture for 2 Hours per Week for the Full Term  
Tutorial for 1 Hour per Week for 12 Weeks  
Tutorials commence in week 2 and end in week 13  

Learning Materials/Texts  

Course Objectives  
1. To become familiar with and analyse texts relevant to ancient warfare  
2. To compare and contrast relevant texts for accuracy and credibility and to appreciate and express the limits of ancient evidence  
3. To assimilate the terminology of the discipline  

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007  
CTS Download Date: 30 January 2007
4. To investigate the periods of history and major events under consideration, as well as major political and military figures
5. To evaluate, investigate and write about military problems in ancient history
6. To understand the place of warfare in different societies

**Course Content**
Content includes: the methods of war of the society, state or city and the benefits accruing from war (e.g. booty, indemnity, territorial acquisition); the structure of the army, with attention to the commander; logistical considerations of the army and campaigning - supplies and movements, weaponry, training in tactics, morale; strategies employed by warring generals, including aggressive warfare, sieges of towns, use of terror and psychology; battle tactics based on reconstructions of important battles; depiction and treatment of the enemy as combatants, hostages, prisoners (slavery, torture, execution); treatment of non-combatants (brutalising, rape, slavery, execution).

**Assessment Items**

| Essays / Written Assignments | The assessment will comprise one short essay, worth 20%. This essay will require the student to gather evidence from and analyse a large portion of a major ancient source. The results of this work must be presented in essay-form but contain only approximately 1000 words. |
| Essays / Written Assignments | A source-commentary exercise, worth 30% This exercise will require the student to analyse in detail two short extracts from the ancient sources, assessing each piece of evidence in terms of its context, content and bias. Each discussion will contain approximately 500 words, so 1000 words in total. |
| Essays / Written Assignments | One longer essay, worth 50%. This essay will concern a major problem of historical or thematic interest, and students will be expected to do research based on the ancient evidence, supplemented by modern authorities. The length of this essay will be 2000 words. TOTAL: 4000 words |

**Other: (please specify)**
1. Short Essay 20% (due Mon, 31st March, in Week 6)
2. Commentaries 30% (due Mon, 12th May, in Week 10)
3. Major Essay 50% (due Fri, 8th June, in Week 14)

**Assumed Knowledge**
No assumed knowledge

**Callaghan Campus Timetable**
AHIS1040
WAR IN THE ANCIENT WORLD
Enquiries: School of Humanities and Social Science
Semester 1 - 2007

| Lecture and Tutorial | Monday 11:00 - 13:00 [V01] | Commencing Wk 2 to 13 only |
| Lecture and Tutorial | Monday 14:00 - 15:00 [V109] | Commencing Wk 2 to 13 only |
| or | Monday 15:00 - 16:00 [V109] | Commencing Wk 2 to 13 only |
| or | Monday 16:00 - 17:00 [V104] | Commencing Wk 2 to 13 only |

School of Humanities and Social Science
Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items
Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;
must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007
For semester 2 courses: 31 August 2007
For Trimester 1 courses: 17 February 2007
For Trimester 2 courses: 9 June 2007

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**Contact Details**

Faculty Student Service Offices
The Faculty of Education and Arts
Room: Level 3, Shortland Union, Callaghan
Phone: 02 4921 5000
Ourimbah Focus  
Room: AB1.01 (Administration Building)  
Phone: 02 4348 4030

The Dean of Students  
Dr Jennifer Archer  
Phone: 02 4921 5806  
Fax: 02 4921 7151  
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)  
Dr Bill Gladstone  
Phone: 02 4348 4123  
Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:  

Alteration of this Course Outline  
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards  

Web Address for Rules Governing Postgraduate Academic Awards  

Web Address for Rules Governing Professional Doctorate Awards  

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS  
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:  
www.newcastle.edu.au/services/disability

--------------------------------------------------------------------------------------------------  End of CTS Entry  --------------------------------------------------------------------------------------------------
Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
- **Major Essay**
Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)

**Return of Assignments**
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**
In this course, it is recommended that you use in-text referencing of ancient sources (e.g. Thuc. 4.12; Caes. GW 2.21), and that you use footnotes (or endnotes) for citation of modern sources. In footnotes, it is enough to use the surname of the modern authority, followed by a page number (e.g. Jones, 52), unless there is some ambiguity (e.g. Jones (1966) 52, Jones (1989) 21). Consistency and comprehensibility are the essential criteria. At the end of the paper, however, provide a bibliography of all works cited, separating ancient from modern, and give full bibliographical listing of all works, including translators, etc. This section should appear on a separate page, headed Bibliography.

Further information on referencing and general study skills can be obtained from:

**Student Representatives**
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.
Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
<table>
<thead>
<tr>
<th>Wk</th>
<th>L. Date</th>
<th>Title of Lecture</th>
<th>Lecturer</th>
<th>Tutorial</th>
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<tbody>
<tr>
<td>1.</td>
<td>19th Feb</td>
<td>Introduction to course <strong>Philosophy and War</strong></td>
<td>JB</td>
<td>No tutorial</td>
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<td>HAST</td>
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<td>2.</td>
<td>26th Feb</td>
<td>From Homer to Hoplites Origins of hoplites</td>
<td>EJB</td>
<td>1. Topography of battle sites</td>
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<td>EJB</td>
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<td>3.</td>
<td>5th March</td>
<td>Thucydides and the Peloponnesian War <strong>BC</strong></td>
<td>EJB</td>
<td>2. Battle of Mantinea (418 BC)</td>
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<td>Role of the strategós/general</td>
<td>EJB</td>
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<td>4.</td>
<td>12th March</td>
<td>Naval warfare in the Archidamian War <strong>3. Thucydides on the 'good general'</strong></td>
<td>EJB</td>
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<td>EJB</td>
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<td>5.</td>
<td>19th March</td>
<td>Siege warfare; Aeneas Tacticus</td>
<td>EJB</td>
<td>4. Naval warfare</td>
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<td>6.</td>
<td>26th March</td>
<td>Twilight of hoplites; military developments in 4th C discussion</td>
<td>EJB</td>
<td>5. Spartans-video</td>
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<td>The elephant - glamour weapon of Hellenistic kings</td>
<td>EJB</td>
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<td>7.</td>
<td>2nd April</td>
<td>Caesar and the Gallic Wars <strong>Gallic Wars Books 1 and 2</strong></td>
<td>JB</td>
<td>6. Caesar: the rules of war?</td>
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<td>JB</td>
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<td><strong>EASTER BREAK</strong> (Fri 6th April until Monday 23rd April)</td>
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<td>8.</td>
<td>23rd April</td>
<td>Gallic Wars Books 3 and 4</td>
<td>JB</td>
<td>7. Nervii</td>
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<td>in 57</td>
<td>Legionary structure</td>
<td>HML</td>
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<td>9.</td>
<td>30th April</td>
<td>Gallic Wars Books 5 and 6</td>
<td>JB</td>
<td>8. Caesar and the Veneti</td>
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<td>Roman pay and conditions</td>
<td>HML</td>
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<td>10.</td>
<td>7th May</td>
<td>Gallic Wars Book 7</td>
<td>JB</td>
<td>9. Caesar</td>
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<td>Military careers, duties, equipment</td>
<td>HML</td>
<td>Video/discussion</td>
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<td>Week</td>
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<td>11.</td>
<td>14th May</td>
<td><em>Gallic Wars</em> Book 8 Soldiers’ rewards and retirements</td>
<td>JB</td>
<td>10. <em>Invasion of Britain</em></td>
</tr>
<tr>
<td>13.</td>
<td>28th May</td>
<td>Caesar’s <em>Civil Wars</em></td>
<td>JB</td>
<td>12. <em>Battle of Alesia</em></td>
</tr>
<tr>
<td>14.</td>
<td>4th June</td>
<td>NO CLASSES</td>
<td></td>
<td><em>Major Essay Due – Friday 8th June</em></td>
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</tbody>
</table>

**Key to lecturers:**
- EJB  Dr E. Baynham
- JB    Dr J. Bellemore
- HML  Mr H. Lindsay
- HAST Professor H. Tarrant

**Summary of Assessment** – see also under relevant weeks of tutorial programme:

1. Short Essay  20% (due Mon, 26th March, in Week 6)
2. Commentaries 30% (due Mon, 7th May, in Week 10)
3. Major Essay  50% (due Fri, 8th June, in Week 14)

**Note 1:** Topics, reading lists and hints on how to do Assessments 1 and 2 can be found in the booklet.

**Note 2:** Detailed topics, reading lists and hints for the *Major Essay* (due Week 14) will be provided in the first half of the semester.

**Note 3:** All books and articles cited as reading for the tutorials are available in the Short Loans Section of the Auchmuty Library, and all articles should be available on-line.

Sites useful to Classics and Ancient History can be accessed via the Library:

See also the site specifically devoted to Roman military history
http://penelope.uchicago.edu/Thayer/E/Gazetteer/Periods/Roman/Topics/Warfare/home.html

**Jane Bellemore, course co-ordinator, ph. 4921 5231, room MCLG 24**
Jane.Bellemore@newcastle.edu.au
Tutorial 1 (Week 2)

Importance of topography

1. Locate on a map of Greece and the Aegean the following places, all of which will be relevant to the first lectures and tutorials:
   - Aegina (modern Aigina), Amphipolis (Amfipolis on R. Struma), Athens, Corinth, Mantinea (37°37′N 22°23′E), Naupactus (Navpaktos)
   - Plataea (Plataiai), Sparta (Sparti), Sybota (39°23′N 20°13′E)
   - Syracuse (Siracusa), Thebes (Thivai) and Olympus (Olymbos) in Thessaly

   It will also be helpful to have an appreciation of those that are strategic locations, of distances between main centres, main routes of travel and ancient travel times.
   For this exercise, you might well start at the classical map site:

   [http://iam.classics.unc.edu/map/map_idx.html](http://iam.classics.unc.edu/map/map_idx.html)

2. Outline important features of topography. How does Athens compare and contrast with Corinth, Thebes and Sparta?

3. The Theban general Epaminondas once described Boeotia (capital, Thebes) as "the dancing ground (orchestra) of Ares" (Plutarch Marcellus 21.3). What would you understand by this?

   For Plutarch’s Life of Marcellus, see:

   [http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/home.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/home.html)

4. How might topographical features influence the choice of a battle site (NB: cf. the Persian commander Mardonius' speech to Xerxes in Herodotus Histories 7.9, the latter text available on-line (search!), or see translation by R. Waterfield, Oxford, 1998).

Modern Sources

- Buckler, J. The Theban Hegemony, Cambridge, Ma. 1980 (938.06 BUCK)
- Parke, H.W. ‘A Note on the Topography of Syracuse’, Journal of Hellenic Studies 64 (1944) 100-2
- Salmon, J. Wealthy Corinth, Oxford, 1984 (938.7 SALM)
- Wycherley, R.E. ‘Two Notes on Athenian Topography’, JHS 75 (1955) 117-21
Tutorial 2 (Week 3)

The Battle of Mantinea:
The Logistics of Hoplite Warfare in the Classical Period

Read Thucydides' account of the Battle of Mantinea (418 B.C.) Peloponnesian War 5.63-83 (pp. 388-400 in Penguin), but focus on 5.63-74. You might also find the preceding section, 5.40-62, helpful for background information. The other ancient source, Diodorus Siculus (not a contemporary historian) only offers a brief account, but with some details not provided by Thucydides. See Diodorus 12.79-80 at: http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0084&layout=&loc=12.79.1

Background
Thucydides 5.74 describes this encounter as "the greatest battle that had taken place for a very long time among the Hellenic states and it was fought by the most renowned cities in Hellas".

Questions
1. What states were involved and what were the circumstances leading to the confrontation?

2. What does Thucydides' account tell us about the logistics of hoplite warfare (consider details like numbers, troop disposition, command structure, combat psychology (pre-battle "psyching or pumping up", the role of music, etc).

3. How important were tactics? Consider especially the actions of the Spartan king Agis. How does Thucydides portray the Spartans?

4. What were the strengths and weaknesses of hoplite fighting?

Modern Sources

Gomme, A. W, A Historical Commentary on Thucydides vol. 3
Andrewes, A. and Dover, K.J.
Hanson, V.D. The Western Way of War: Infantry Battle in Classical Greece, New York, 1989 (355.00938 HANS)
Wees, H.V. Greek Warfare: myths and reality (London, 2004)
Tutorial 3 (Week 4)

Thucydides on the ‘good general’

Consider the following quote made by Plutarch Pelopidas 2. 1 (Trans I. Scott-Kilvert, The Age of Alexander [Penguin] p. 70; see http://classics.mit.edu/Plutarch/pelopida.html):

The Athenian general Iphicrates once compared the light-armed troops to the hands, the cavalry to the feet, the main body of infantry to the chest and breast-plate, and the general to the head: thus if the commander is over-impetuous and takes undue risks, he endangers not only his own life but those of all the others, whose safety or destruction depend on him.

Questions

1. What was the role of the strategos/general in a hoplite battle? Recall some of the actions of Agis (Thuc. 5.57-60, 65, 66, 71).

2. What are some major differences between how ancient generals were expected to fight, as opposed to their modern counterparts?

3. Compare and contrast the portrayal of the respective commanders at Amphipolis, the Spartan general, Brasidas, and the Athenian, Cleon. For this question, read Thucydides Peloponnesian War 5.1-13, the description of the Athenian loss of Amphipolis. Consider also Thucydides' statements in 8.27 (pp. 552-3) about not engaging rashly (via another Athenian general, Phrynichus).

4. Why does Thucydides portray Cleon in such a bad light? Was he really a poor commander?

Modern Sources


Westlake, W.D. Individuals in Thucydides, Cambridge, 1968 (938.007202 THUC-2 WEST)

Tutorial 4 (Week 5)

Naval Warfare in the Archidamian War

Read Thucydides Peloponnesian War 2.83-92 on Phormio's naval victory in 429 in the Corinthian Gulf.

See in particular the speeches by the Peloponnesian commanders and Phormio, mentioned by Thucydides 2. 87-89, which address some of the questions to follow.

Questions

1. What are the advantages and disadvantages of a trireme?

2. Why were the Athenians generally superior at sea?

3. How important were the tactics employed during battle? In particular, note the *periplous* (‘sailing around’) and the *diekplous* (‘sailing through and out’)?

There are a few internet sites dealing with triremes. For pictures, at least, see:

http://cma.soton.ac.uk/HistShip/shlect26.htm

Modern Sources

Casson, L. *Ships and Seamanship in the Ancient World*, Baltimore, 1971, 77-96 (623.821/3)


**First Assessment**

**Short Paper – Essay (1000 words)**

Due Week Six (5.00 p.m., Mon. 26th March)

This paper is worth up to 20% of the semester’s marks

Write an essay on the topic concerning hoplite fighting given below. Base your answer on the text of Thucydides.

See over for details about doing this assessment.

Consider Thucydides’ account the Battle of Mantinea (418 BC), *Peloponnesian War* 5.63-83 (pp. 388-400 in Penguin). Why were the Spartans victorious?

**Modern Sources**

Gomme, A. W, *A Historical Commentary on Thucydides* vol. 3
Andrewes, A. and Dover, K.J.
Hanson, V.D. *The Western Way of War: Infantry Battle in Classical Greece*, New York, 1989 (355.00938 HANS)
Cartledge, P. ‘Hoplites and heroes: Sparta's contribution to the technique of ancient warfare’, *Journal of Hellenic Studies* 97 (1977) 11-23
Wees, H.V. *Greek Warfare: myths and reality* (London, 2004)
Notes for students:

This exercise requires you to focus in depth on the work of Thucydides as you undertake the rudiments of research, and to practice composing an essay in a style appropriate for Ancient History. You will need these skills later in the semester for the major essay.

Your paper should be presented in essay-form, comprising the three general areas:

An examination of the problem inherent in the set question, and a reference to the precise topic/s you will examine in the essay and why you consider that this selection throws light on the problem (introduction and methodology);

A mustering of the evidence under the topics you have outlined (the evidence and argument). An analysis of the evidence is required rather than simply a narrative of events, although some narrative may be required for the material to make sense; and

A conclusion based upon the evidence you have argued that will specifically address the question under examination.

Focus on the text given and its context. You need not cite nor even consult outside reading for this exercise, but the suggested reading may help you form your ideas.

In research work in Ancient History, it is common practice to base your main discussion on the ancient evidence and to cite such works in the body of your essay: e.g. ‘This point is illustrated by the Battle of Mantinea (Thucydides Peloponnesian Wars 5.82, or abbreviated as Thucs 5.82)’. Given this practice, footnotes should not contain a single reference to the text of Thucydides, although they might be used for multiple references to his text. Footnotes might instead contain a reference to a modern author, if you have noted the idea of that author in the body of your work, or they might even present the idea of a modern author relating to the point you are making in your work based on the ancient sources, if that idea is relevant to your argument or you wish to refute it. If you make any point based on the ancient sources, you must provide an explicit reference to these, and similarly with modern authors. Try not to quote passages from the modern sources as a substitute for your own argument, but if you do quote, say whether or not you agree with the author and why. Direct quotes do not count in the word tally.

In terms of the mechanics of footnotes, you may give abbreviated details, for example, citing a modern author by name and page number (Jones, 52), but make sure that you give full details in your bibliography. Do not forget to include a bibliography containing full details of the text of Thucydides you are using and of any commentaries or books that you have read for the purposes of this task, even if not cited in your notes. Separate your bibliography into ‘Ancient’ and ‘Modern’ sections. Italicise the titles of books or journals.

Although Thucydides was largely a contemporary source, do not be afraid of criticising his ideas, since he was not omniscient nor an entirely impartial observer of the events, but you must supply good reasons for dismissing or ignoring his account.
**Tutorial 5 (Week 6)**

**Video/Discussion: The Spartans**

In the course of Book One of the *Peloponnesian Wars*, Thucydides indirectly canvasses some of the reasons why different groups of Greeks fought wars.

Consider some of the points that arise from the speeches Thucydides attributes to the people of Corcyra, and then to the Corinthians in 1.31-44.

Other perspectives appear in the ‘debates’ of 432 BC, views attributed to the Corinthians, the Spartans and the Athenians. See 1.66-88, 1.118-25 and 1.139-46.

Questions

1. What general philosophy towards war can be uncovered in these references?

2. How do the views to be found in Thucydides’ work compare with the ethos attributed to the Spartans and Athenians in the series depicted on the video recording, *The Spartans*?

Relevant extracts will be shown by video during the tutorial times.

**Modern Sources**

Cartledge, P. *Spartan Reflections*, Berkeley, 2001, especially 153-66 (938.9 CART-3)

Hornblower, S. *Commentary on Thucydides*, Oxford, 1991 (938.007202 THUC-2 HORN)

Kagan, D. *Outbreak of the Peloponnesian War*, Ithaca, 1969 (938.05 KAGA)

de St. Croix, G. E.M. *Origins of the Peloponnesian War*, London, 1972 (938.05 DEST)
Tutorial 6 (Week 7)

Caesar and the ‘rules’ of war

In this tutorial we shall focus on Book 1 of the Gallic Wars. We need to determine how Caesar depicts the motives and movements of his enemies, his allies, his own soldiers, and even his own actions. From this, we may judge whether he is an accurate reporter of the events he describes, and how we may use his text as a narrative of the events.

Questions:

From a close reading of Gallic Wars 1.1-30, address the following points:
1. What was Caesar’s justification for fighting against the Helvetii? Consider the various reasons offered in GW 1.2, 1.10-11, 1.14, 1.28, 1.30, 1.35. Were these valid?
   Note the unprovoked Roman attacks on Gallic tribes trying to protect the integrity of their territories (GW 1.10), and the failed peace negotiations instigated by the Helvetii (GW 1.13-4)
2. Did Caesar behave with propriety? See GW 1.7-8, 1.12, 1.26, 1.27-8.
   Note the probable massacre of surrendered troops (GW 1.28)
3. Does Caesar unfairly colour the role and character of the Aeduan Dumnorix, one of his allies (GW 1.3, 1.9, 1.16-20). Why does Caesar portray Dumnorix in this way?
   Note Dumnorix’s ‘sticky’ end described in GW 5.6-7.
4. Consider Caesar’s depiction of the error made by Publius Considius (GW 1.21-2; cf. 1.23). Why does Caesar even mention this incident?
5. How did Caesar’s forces manage to conquer those of the Helvetii (GW 1.25-7), given the claims of numerical superiority of the latter (e.g. 1.29).

From a close reading of Gallic Wars 1.31-54, also address the following:
6. What was Caesar’s justification for attacking the German Ariovistus and his forces (GW 1.33, 35, 37, 38)?
   Note that the initial Gallic complaints were ‘secret’ (GW 1.31-3)
7. What about the ‘rules of conquest’ put in the mouth of Ariovistus (GW 1.34, 36, 44)?
8. Discuss the portrayal of Ariovistus, esp. in GW 1.42-6.
   Note the pointed (accurate?) criticisms of Caesar. Why are these here?
Modern Sources


Goldsworthy, A.K.  *Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06 GOLD)


Tutorial 7 (Week 8)

Caesar and the Nervii

In this tutorial we shall examine Caesar’s generalship (as reported by himself!), detailed for us in Book Two of the Gallic Wars. We shall focus in the main on Caesar’s interaction with the Nervii. As part of this examination, we shall consider his depiction of the enemy, his own soldiers and the troops allied with him. This will allow us to comment on some aspects of his narrative: his attitudes to the enemy, to fighting, and his credibility.

Consider the following questions for discussion:
1. From GW 2.1, can we say whether Caesar had military ambitions in Gaul? Why does he repeat such claims in his account? Note GW 2.35.
2. Does Caesar give the Belgae the occasion to seek peace (2.2-5)?
3. What is Caesar’s attitude to the Nervii (2.15, 19, 21, 27, 28)?
4. How does he portray his own generalship (2.17, 19, 20-2, 25-6)?
5. How do his legionaries perform (2.20-1)?
6. How does Caesar report the activities of his light-armed sections and cavalry (2.19, 23-4, 26, 27)?
7. How does Caesar treat his various enemies (2.5, 2.11, 2.13-5, 2.28 but note the huge number of the Nervii still around just three years later noted in GW 5.38-48; 2.30-3)?

What is your overall assessment of Caesar as a general and as a reporter of his campaigns? Do literary considerations play any part in his account?

Modern Sources

Bell, B.M. ‘The contribution of Julius Caesar to the vocabulary of ethnography’, *Latomus* 54 (1995) 753-67


Goldsworthy, A.K. *Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06 GOLD)

King, A. *Roman Gaul and Germany*, Berkeley, 1990 (936.4 KING)


Tutorial 8 (Week 9)

Caesar and the Veneti

In this tutorial we shall examine how the Romans coped with naval warfare, although this was not their preferred fighting milieu (e.g. GW 3.9). We will examine two episodes recounted by Caesar: the first, his conquest of the Veneti (GW 3.7-16); the second, his ‘amphibious’ landing in Britain (4.20-6). The Veneti were a maritime tribe inhabiting the lower reaches of the Loire River in Brittany, in settlements facing onto the Bay of Biscay, part of the Atlantic coast. Caesar undertook the first campaign in 56, and the second, to Britain, at the end of 55. It is possible that the campaigns were linked, since Caesar alleged that the Veneti had influence in Britain (3.7, 4.20).

Consider the following questions for discussion in the tutorial:
1. How does Caesar justify his attack on the Veneti (GW 3.7-8, 9, 10, 16)?
2. What special difficulties did Caesar face in capturing the strongholds of the Veneti (GW 3.9, 12)?
3. How did Caesar prepare for this campaign? (GW 3.11, 14)?
4. Did Caesar overcome the Veneti by his tactical skill or good luck (GW 3.15-6)?
5. What effect did Caesar’s severe punishment of the Veneti cause (GW 7.75)?
6. How effective was Caesar’s reconnaissance of the British coastline (GW 4.21, 23)?
7. What manoeuvres did Caesar’s troops have to undertake to gain a foothold on land (GW 4.24-6)?

Does Caesar reveal the versatility of his generalship through these campaigns?

Was Caesar constructing a rod for the Romans’ back by attacking tribes further and further afield from the Roman province?

Was Caesar, in 56, concealing his real target, the Britons, or were the Veneti a real threat?

Modern Sources

Drinkwater, J. F.  
Roman Gaul: the three provinces, 58 BC-AD 260, London, Canberra, 1983 (936.402 DRIN)

Erickson, B.  

Gelzer, M.  
Caesar, Politician and Statesman, Oxford, 1968 (937.05092 CAES-2 GELZ)

Levick, B.  

Powell, T.G.E.  
The Celts, London, Reprint, 1983 (936.4 POWE)
Second Assessment

Commentary/Sources Test (Two exercises @ 500 = 1000 words total)

Due Week 10 (5.00 pm, Monday 7th May)

This paper is worth up to 30% of the semester’s marks (each exercise @ 15%)

In approximately 500 words each, comment on TWO of the following (three) extracts from Caesar’s works. Do not connect the TWO extracts you have chosen, but deal with them as separate pieces of evidence.

1. ‘He [Caesar] attacked when they were encumbered with baggage and off guard, and killed a great number: the rest fled and hid in nearby woods. This section consisted of men known as the ‘Tigurini’ after their district ... In the time of our fathers the Tigurini had migrated on their own; they had killed the consul Lucius Cassius and sent his army under the yoke. So whether by chance or by the gods’ design, that section of the Helvetian state which had once inflicted an infamous defeat on the Roman people was also the first to pay the penalty.’

[Caesar Gallic Wars 1.12]

2. ‘On the borders of their territory lived the Nervii. When Caesar enquired about their character and customs he discovered the following: they permitted no merchants within their borders; they did not allow the import of wine or other goods, because they believed such things enfeebled their spirit and weakened their courage. They were fierce men, and very brave, who reproached and condemned all the other Belgae for surrendering to the Roman people and casting aside their ancestral courage: they declared that they would send no envoys, and accept no peace terms.’

[Caesar Gallic Wars 2.15]

3. ‘With this battle the campaign against the Veneti and the whole of the coastal region came to an end. All the men capable of active service had assembled there, together with all the older men of sense or prestige. Moreover, they had gathered in one place every ship they possessed anywhere, and now the ships were all lost they had no way of retreat left to them, nor any means of defending their towns. They therefore surrendered themselves and all their property to Caesar. Caesar decided that their punishment must be severe, to make these barbarian peoples uphold the law of nations more carefully in future. So he executed all the senate of the Veneti, and sold the rest of the people into slavery.’

[Caesar Gallic Wars 3.16]

See over for details concerning the methodology behind this exercise.
How to deal with a source-examination exercise

The following is an exemplar to help you deal with commentary-style answers, but there is no set response, and you should let the nature of the extract guide you.

‘News of this was quickly brought to Transalpine Gaul. The Gauls exaggerated the reports, and embellished them with rumours, as the occasion seemed to require: Caesar, they said, was being detained because of a revolt at Rome, and was unable to join his army because of the serious unrest. Those who had previously lamented their subjection to the rule of the Roman people now had an opportunity to begin planning a strategy of war more freely and with greater daring.’

[Caesar Gallic Wars 7.1]

1) **Set the piece of evidence given within a context**, both the immediate and the broader context. Often this will include a specific reference to the episode and general story-line of a particular work, and you should cite dating or geographical details if possible:

*e.g.* In this passage Caesar’s gives both a date and a motivating circumstance to the revolt of the Arverns against the Romans, led by Vecingetorix, a revolt later centred on Alesia in northern central Gaul. Caesar links the revolt to political factors in Rome, the disturbances caused by the murder of the leading politician Clodius in January 52, which was followed by popular rioting and which led to Pompey’s being offered a unique sole consulship (just before March). Pompey later exploited this situation to his political advantage and to the detriment of Caesar (*e.g.* Caesar, *Civil Wars* 1.85). Here, Caesar strongly implies that, although he was undertaking his normal rounds of duties in provincial Italy (*e.g.* Cæs. GW 1.54), when his distraction by affairs in Italy was made known in Gaul, it brought on the revolt of 52.

2) **Discuss the problems or issues raised by the extract**, citing where possible other evidence to substantiate or contradict the extract:

*e.g.* Caesar chooses to ignore the possibility that his own actions in Gaul may have brought on the revolt (*e.g.* brutality revealed in *GW* 1.28, 2.33, 3.16, 4.14; taking grain during shortage in 3.7, 4.16, 5.24).

Many of the events in Rome outlined here would have occurred too late to have been a significant factor in Gallic disaffection, and Caesar in fact goes on in this same passage to attribute to the Gallic leaders more reasonable grounds for discontent, the fact that many of them had been implicated in the earlier revolt and would be almost certainly targets of Caesar’s reprisals (*GW* 7.6). Caesar also perhaps does not want to stress that his departure from Gaul in late 53, when the situation there was still extremely volatile, was a contributing factor. His absence was the necessary condition for a Gallic uprising (*e.g.* 4.37, 5.7, 5.24, 5.29). Caesar indirectly praises the Gauls for taking advantage of his absence and also for determining on a military strategy that could have caused him severe difficulty – namely, cutting him of from his legions in winter quarters. He ignores the fact that he has claimed already that Gaul was pacified (*e.g.* *GW* 2.35, 7.1).
3) **Resolve the problem/s.** Explain what the author intended by his comments, or what is the historical impact of the information given in the extract. Is the information correct and how are we to understand it?

*e.g.* Caesar certainly compiled his account of the events of 52 after the end of that year, when he was in full possession of all the facts. Caesar perhaps chooses to stress how his relations with Rome and Pompey, in keeping him from the province, caused him military difficulties there, because he has an eye to his audience, soon (he hopes) to be a voting group for him in Rome. By his interest in Rome (as also in *GW* 6.1), Caesar shows his patriotism and perhaps tries to deflect criticism from his poor military judgement in leaving Transalpine Gaul. Caesar also implies that political machinations in Rome have a major effect on Gallic affairs, and this perhaps serves as a warning to all parties there that matters should settle down.

In this passage, it is not necessarily the facts as reported that are in any way suspect, but we should be wary of reading too much into the emphasis placed on some of the causes of the revolt and their links – to the death of Clodius - as outlined Caesar.
**Tutorial 9 (Week 10)**

**Video/Discussion - Caesar**

In this tutorial we shall examine Caesar as a general. Although the video deals largely with the Siege of Alesia (see Tutorial 12), its subsidiary focus is on the qualities and impact of Caesar as a general.

**Consider the impression you have gained of Caesar as a general from your reading of the Gallic Wars. In particular, re-read the following passages:**

Caesar GW 1.8-9, 1.12, 1.16, 1.21-2, 1.25-6, 1.38-41, 1.49-53  
Caesar GW 2.6-11, 2.12-3, 2.20 ff., 2.29-35  
Caesar GW 3.7, 3.14, 3.28

Was Caesar a competent general? What were his weaknesses? Does he note these or try to hide them? Did he develop as a general over time?

What was Caesar’s strength as a general - his strategic skills, tactical skills or his leadership qualities?

Compare Caesar’s account against that shown in the video. Relevant extracts will be shown during the tutorials.

**Modern Sources**

Fuller, J. F. C.  

Gelzer, M.  
*Caesar, Politician and Statesman*, Oxford, 1968 (937.05092 CAES-2 GELZ)

Goldsworthy, A.K.  
*Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06 GOLD)
**Tutorial 10 (Week 11)**

**Caesar’s Invasion of Britain**

Read closely Caesar’s description of his two invasions of Britain, in 55 and 54 B.C., given in *Gallic Wars* 4.20-37 and 5.1-23.

Why did Caesar undertake these campaigns?

Were these campaigns excessively risky? What about Gaul in his absence? Note the troubled circumstances in Gaul after his return in 54 (5.24 ff.)

What did Caesar achieve by his forays into Britain? Did Caesar feel defensive about his actions at this time (e.g. 5.22, 6.1)?

What do these campaigns reveal about Caesar’s organisational ability?

*Modern Sources:*

Ellis, P.B. *Caesar’s invasion of Britain*, London, 1978 (936.2031)


Salway, P. *The Oxford illustrated history of Roman Britain*, Oxford, 1993 (936.2 SALW)

Salway, P. *Roman Britain*, Oxford, 1981 (936.104 SALW)

Wacher, J. *The coming of Rome*, London, 1979 (936.1044)

Webster, G. *The Roman invasion of Britain*, London, 1980 (936.204 WEBS)
Tutorial 11 (Week 12)

The Revolt of the Belgic Tribes

Caesar describes the revolt of the Belgae during the winter of 54/53 B.C., and the subsequent ‘mopping up’ campaigns of summer 53, given in Gallic Wars 5.24-58 and 6.1-10, 29-44.

Consider first the episode outlined in GW 5.24-38. What are the main features of Caesar’s account? How does Caesar present the main actors? How could he have obtained such detailed knowledge of the events, or did he simply ‘flesh out’ a basic outline? How much faith should we place in such material?

Consider next the attack on Quintus Cicero (GW 5.38-48), who was wintering among the Nervii. Outline the main events. How has Caesar used this episode, with Quintus Cicero at the helm, to contrast with that given earlier (focused on Sabinus)?

Consider also the generalship of Caesar (GW 5.46-52, 6.3-6). Was he effective?
How important was the pursuit of Ambiorix (GW 6.29-31, 33-4, 43-4)?
Why does Caesar build a bridge across the Rhine (GW 6.9-10, 29)?
Did Caesar make a mistake in offering up the territory of the Eburones to plundering and almost inviting the Germans against his own men (GW 6.35-41)?
Does Caesar falsely attempt to place the impetus of the Belgic revolt after the death of Sabinus and Cotta (GW 5.53-4; cf. 5.25-8, 38-9, 55-6, 6.1-2)?

Was Caesar correct to blame the incompetence of his legates (GW 5.52, 6.42)?
Modern Sources:


Cunliffe, B. *Greeks, Romans and barbarians: spheres of interaction*, London, 1988 (937 CUNL)

Goldsworthy, A.K. *Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06)


**Tutorial 12 (Week 13)**

**Battle of Alesia**

This tutorial is based on Caesar’s description of the Gallic uprising of 52 B.C., given in *Gallic Wars* Book 7, and we shall focus on the famous battle of Alesia (GW 7.68 ff.).

Consider Caesar’s characterisation of the Arvernian insurgent Vercingetorix (GW 7.4-5, 9, 12-21, 28-31, 34-5, 53, 63-4, 66-8, 71, 89), and note especially the speech attributed to him by Caesar (GW 7.20). Was he a worthy opponent of Caesar?

How important to Caesar was the defection of the Aedui, and how does he portray their ‘treachery’? (e.g. GW 7.37-43, 54-6, 63, 67, 76, 89-90; note 7.50)? How important was the ‘loyalty’ of the Remi and the Lingones?

How important were the actions of Labienus (GW 7.57-62)? Were these simply the events of that period, or does Caesar give Labienius’ actions more prominence than they deserve?

Discuss the actions around Alesia (GW 7.68-89). Why did Caesar win a victory here when he was allegedly so outnumbered?

What successful ploys did Caesar enjoy during this period, and what military blunders did he make?

**Modern Sources:**

- Ebel, C. *Transalpine Gaul: the emergence of a Roman province*, Leiden, 1976 (936.4/1)
- Goldsworthy, A.K. *Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06 GOLD), see index under ‘Vercingetorix’.
- King, A. *Roman Gaul and Germany*, Berkeley, 1990 (936.4 KING), 48-54
- Stevens, C. E. ‘The *Bellum Gallicum* as a Work of Propaganda’, *Latomus* 11 (1952) 3-18 and 165-179