



# On-Campus Course Syllabus

## HUM 201a

### The Roman World

#### Fall 2021

### Class Information

**Day and Time:** Monday 1:45 to 3:00 & Wednesday 1:45 to 3:00

**Room Number:** E201

### Contact Information

**Instructor Name:** Kirk Spencer

**Instructor Email:** kspencer@criswell.edu

**Instructor Phone:** 469.834.5211 (Please Text First)

**Instructor Office Hours:** Monday 11am to 1pm & Thursday 9am to 11am

### Course Description and Prerequisites

An exploration of the politics, art, literature, and history of the Roman Republic and Empire. The various influences of earlier Greek culture and the rise of Christianity within Roman life will be illuminated.

### Course Objectives

Upon completion of this course the student should be able to:

- A. Demonstrate a working knowledge of major geographic features, periods and personalities of Roman history within the larger framework of European history.
- B. Recognize and evaluate culturally significant works of art and architecture revealed by archeology within different periods of Roman History and understand their significance within the changing ideas and events of that era.
- C. Integrate facts about the everyday life of ancient Roman civilization into a reasoned interpretation of New Testament passages.

### Required Textbooks

Spencer, Kirk L., *The Word Made Flesh: An Orientation in The Roman World*. Unpublished Manuscript, 2016.

Spencer, Kirk L., *Voices from the Past: Literary Interludes from the Roman World*. Unpublished Manuscript, 2007.

### Recommended Reading

Cornell T., *The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c. 1000 – 264 BC)*, London: Routledge Press, 1995.

Atkins J., *Cicero on Politics and the Limits of Reason: The Republic and Laws*, Cambridge: Cambridge University Press, 2013.

Duncan, Mike, *The Storm Before the Storm: The Beginning of the End of the Roman Republic*, New York: Public Affairs Publishing, 2017.

Durant, Will, *Caesar and Christ: A History of Roman Civilization and of Christianity from their beginnings to A.D. 352*, New York: Simon and Schuster, 1972.

## Course Requirements and Assignments

### A. Exams

Six Tests will be given over the reading assignments. The average of these test will determine **60%** of the course grade. Each test should be considered as comprehensive. This means that there may be material on the test from previous sections of the manuscript. However, any questions asked will be taken directly from previous tests. The last of these tests will be a comprehensive final exam made up entirely of questions taken directly from the previous tests.

### B. Reading

As you read through and study the textbook, mark-up the text in whatever system you want (underlining, drawing boxes, stars, brackets etc.) and also annotate the text by writing notes, ideas and comments in the margins. Mark-up and annotation are especially important in the literary interlude and literary interview portions of the manuscripts because very few exam questions will come from these sections. Marking up and annotating a text will document that you have read all the material. As you mark-up and annotate the text, you are attempting to convince me that you have done a close reading of the text in preparation for the exams. At the end of the semester, I will collect your manuscript and look through them to determine how thoroughly you have read the material based upon your mark-up and annotations. I will assign a letter grade which will determine **5%** of your final grade. This is an assignment designed to help you pull up your class average. However, if you do not apply effort, then it will backfire and will pull down your class average. Be sure to write your name on the outside of the front page of the manuscript to make it easier to return.

### C. Projects

Two maps and one timeline project will be given at the beginning of the semester. Each of these projects will determine 10% of your final grade. Together they will total **30%** of the course grade.

### D. Participation

The remaining **5%** of the course grade will reflect your participation and discussion in class. Participation is based primarily on your attendance (loss of 4 pts for each unexcused absence). The participation grade will also be based on the amount and quality of questions asked and comments made during classroom discussions.

## **Course/Classroom Policies and Information**

### **Online Exam Protocol**

Online reading exams will be timed tests with multiple choice and matching questions. You should take the exam as quickly as possible from memory. With the time remaining, after the exam is completed, you can check and change any answers by searching the manuscript and notes you have taken. While you can use the manuscript and your notes in this search, here is a list of activities which will be considered cheating and cause you to face disciplinary action:

- Talking to someone about the exam to give or get information about the content of the exam.
- Digitizing the manuscript or using other means to do keyword searches to simply find answers without knowing the material in the manuscript.
- Using the course manuscripts or lecture notes to find the answer to a question before you have completed the entire exam. (Although these sources can be used to find answers in an “open-book” format after you have completed the entire exam and still have remaining time.)
- Using any other source material other than the course manuscripts and lecture notes to look up answers while taking the exam.
- Letting someone else take the exam for you.
- Taking the exam for someone else.

The above instructions apply to the reading exams only. It does not apply to the tests over maps and timeline. Maps and Timeline tests must be taken from memory only. If you look at the maps or timeline at any time before you submit the test you are cheating. It will be a better learning experience if you take time to learn the maps and timeline before you begin taking the exam. It is possible that you could learn by taking the tests over and over, but this is not the best way.

### **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grade Weight

Tests	60%
Reading	5%
Nation Map Project	10%
City Map Project	10%
Time Line Project	10%
<u>Class Participation</u>	<u>5%</u>
Total	100%

## Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	Superior Work
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	Above Average Work
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	Average Work
C-	70-72	1.7 grade points per semester hour	

D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	Below Average Work
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	Unacceptable Work

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without

assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

### Weekly Session

### Assignment

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#### **Week 1** (August 16-20)

Introduction  
Greek Mythology: Europa-Theseus

Study City and Nation Map

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#### **Week 2** (August 23-27)

Greek Mythology: Paris-Odysseus  
Mycenaean's and Schliemann

Study Timeline

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### **CITY AND NATION TEST**

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#### **Week 3** (August 30-September 3)

Minoan's Santorini & Akrotiri  
Indo-European Migrations

Study TimeLine

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#### **Week 4** (September 6-10)

Greek City States  
Athens Acropolis

Read "The Greeks" (WMF pp.1-36)

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### **TIMELINE TEST**

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#### **Week 5** (September 13-17)

Alexander  
Etruscans: Gold & Graves

Read "The Greeks" (WMF pp.1-36)

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#### **Week 6** (September 20-24)

Etruscans: Tombs  
The Early Roman Republic

Read "Roman Republic" (WMF pp.35-114)  
Study "The Greeks" (WMF pp.1-36)

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#### **Week 7** (September 27-October 1)

The Punic Wars  
Marius' Reforms

Study "Roman Republic" (WMF pp.35-114)

## GREEK TEST

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### **Week 8** (October 4-8)

Pompey and Caesar  
Antony and Cleopatra  
The Augustan Age

Read “Augustan Age” (WMF pp.115-175)

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### **Week 9** (October 11-15)

Student Development Week

Read Virgil’s “Aeneid” (VftP pp.3-19)  
Read “Lucretius” (VftP pp.20-30)  
Read “Augustan Age” (WMF pp.115-175)

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## ROMAN REPUBLIC TEST

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### **Week 10** (October 18-22)

Roman Life: Forum and Coliseum  
Roman Life: Aqueducts, Baths & Toilets  
Roman Life: Pompeii & Herculaneum

Read “Roman Empire” (WMF pp.176-228)  
Study “Augustan Age” (WMF pp.115-175)

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### **Week 11** (October 25-29)

Life of Paul: 1st Missionary Journey  
Life of Paul: 2nd & 3rd Journey

Read Ovid’s “Metamorphoses” (VftP pp.31-49)  
Study “Roman Empire” (WMF pp.176-228)

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## AUGUSTAN AGE EXAM

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### **Week 12** (November 1-5)

The Decline of the Roman Empire

Read Interviews with Cicero (VftP pp.58-67)  
Read Marcus Aurelius Interview (VftP pp.69-71)  
Study “Roman Empire” (WMF pp.176-241)

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### **Week 13** (November 8-12)

The Rise of Christianity

Read “Rise of Christianity” (WMF pp.242-291)

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Ovid's "Art of Love" Interview (VftP pp72-90)

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**Week 14** (November 15-19)

Christianity in Human Terms

Read Ovid's "Tristia" Interview (VftP pp.91-99)  
Study "Rise of Christianity" (WMF pp.229-291)  
Prepare for Final

**ROMAN EMPIRE EXAM**

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Thanksgiving Break (November 22-26)

No Classes

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**Week 15** (November 29 – December 3)

Constantine

Prepare for Final

**RISE OF CHRISTIANITY EXAM**

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**Week 16** (May 6-10)

**COMPREHENSIVE FINAL EXAM**

Submit Marked-Up Manuscript Text  
Submit Extra Credential Sheet

**EXTRA CREDENTIALS**

I encourage students to take the learning experience beyond the walls of the classroom. I call the extra work "extra credentials" rather than extra credit. Any learning experience related in some way to the Greek or Roman culture is encouraged. This can include such activities as:

- Visiting museums,
- Watching good feature length historical film,
- Reading a good historical novel,
- Attending expert lectures or society meetings on other campuses
- Participating (and organizing) toga/tunic parties with costumes, historical movies and period refreshments.

If the student participates in these learning experiences, they should keep record of what they have done and a very brief description of what they have learned. This can be recorded in whatever format the student chooses. Turn in this list to me at the end of the semester.