



On-Campus Course Syllabus

HUM 201

THE ROMAN WORLD

Spring 2023

Class Information

Day and Time: Monday and Wednesday 12:15pm – 1:30pm

Room Number: E201

Contact Information

Instructor Name: Kirk Spencer

Instructor Email: kspencer@criswell.edu

Instructor Phone: 469.834.5211 (Text First)

Instructor Office Hours: Monday: 9:30am to 11:30am & Tuesday 2:00pm to 4:00pm



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

Ferry, Luc., *A Brief History of Thought: A Philosophical Guide to Living*, New York: HarperCollins, 2011 [Select Readings: pp.1-12 & 55-91.]

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 Unpublished Manuscript, 2016.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 Unpublished Manuscript, 2007.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. Participation:** The classroom experience and interacting with the professor and other students is an essential part of the learning process. As such, it is expected that you will attend and participate. This is especially true considering the visual nature of the structure of the class as we explore elements of Greek and Roman culture and Biblical archeology. **20%** of your final course grade will reflect the quantity and quality of your participation and discussion in class, which includes attendance, comments, questions and answers to questions from the professor and other students. As attendance is the starting point for participation, at least **four points** will be deducted from your participation grade for every unexcused absence.
- B. Reading Assignments:** As you read through and study the textbooks, 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. Annotating is writing what you are thinking as you read the text—so there is always something to write. Mark-up and annotation is especially important in the literary interlude portions of the manuscripts which deal with primary texts because very few exam questions will come from these sections. Marking up and annotating a text will document that you have read all of the material. At the end of the semester, your texts will be collected to determine how thoroughly you have read the material based upon your mark-up and annotations. A letter grade will be assigned which will determine **10%** 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 pull down your class average. Be sure to write your name on the front page of the texts to make it easier to return.
- C. Two Maps and One Timeline Project** will be given at the beginning of the semester. Grades from these assignments will be averaged to determine **20%** of your course grade.

- D. **Six Exams** will be given over the reading assignments. The average of these will determine **40%** of the course grade. The exam questions will be multiple choice and matching questions. 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.
- E. A **Comprehensive Final Exam**: will be given at the end of the course taken from the previous tests. The score on this exam will determine **10%** of the course grade.

Grade Weight

Participation Grade:	20%
Reading Grade:	10%
Maps & Timeline Projects:	20%
Exams:	40%
<u>Comprehensive Final Exam:</u>	<u>10%</u>
Total	100%

Course/Classroom Policies and Information

Online Exam Protocol:

Manuscript and Lecture Content Tests: After midterm, every two weeks the student will be required to take a multiple choice test covering the material studied. Because they are timed test, it is important to take the test as quickly as possible from memory **without using** any resources beyond what you can recall. Once the test is complete, the time remaining can be used to search for answers in the textbook or any notes taken from class lectures. However, when time is up the answers will be scored.

As you take the test you should use a piece of scratch paper to list the question number of questions that give you trouble or of which you are unsure. You can target these questions with the remaining time to check your answer against the manuscript or notes. While you can use the manuscript and your notes in this search, below 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.)
- Letting someone else take the exam for you.
- Taking the exam for someone else.

Each test will build on all the material learned and thus can include questions from earlier material. However, if questions are asked from previous material, they will most likely come from earlier test questions.

If you are not satisfied with the grade you receive on the test, you can retake the test and the two scores will be averaged. If you decide to do this, it would be best to open your first attempt on canvas and look at the questions and all the answers and try your best to determine your best answer before you take the test the second time. This will give you the best chance to improve your score.

Maps and Timeline Projects (Nation Map, City Map and Timeline): 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, however, you have unlimited attempts with these tests. You cannot use any resources when taking these tests... even if you finish and have time left. If you look at the maps or timeline at any time while taking 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.

Student Success: Professor's concern for their student's success, especially as it relates to weekly progress, extends not only to making personal contact when a student falls behind, but also to connect the student to other resources the college offers such as the Tutoring Center and the Student Success Manager. You should know that out of care for the student, the professor will communicate the names of students who have two consecutive absences, low grades, or any other signs that they are beginning to struggle with course content and/or assignments. If you fall behind, you can expect that the Student Success Manager will reach out and help you find appropriate resources.

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.

Grading Scale

A	93-100	4.0 grade points per semester hour	
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	
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	
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	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

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.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. 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 or by calling 214.818.1373.

Course Outline/Calendar

Weekly Session

Assignment

GREEK MYTHOLOGY

Week 1 (January 16-20)

Introduction & Greek Mythology: Europa-Theseus

Study City and Nation Map

Week 2 (January 23-27)

Greek Mythology: Paris-Odysseus & Mycenaean’s Schliemann

Study Timeline

TAKE CITY AND NATION TEST

Week 3 (January 30- February 3)

Minoan’s Santorini-Akrotiri & Indo-European Migrations

Study Time Line

GREEK CULTURE

Week 4 (February 6-10)

Greek City States & Athens Acropolis

Read “The Greeks” (WMF pp.1-36)

TAKE TIMELINE TEST

Week 5 (February 13- 17)

Alexander and the Conquest

Read “The Greeks” (WMF pp.1-36)

ROMAN REPUBLIC**Week 6** (February 20-24)

Etruscans Tombs & Early Roman Republic

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

Week 7 (February 27 - March 3)

The Punic Wars, Marius' Reforms, Pompey & Caesar Study "Roman Republic" (WMF pp.35-114)

Augustan Age**Week 8** (March 7-11)Roman Life: Forum, Coliseum, Aqueducts, Baths & Toilets
(Pompeii & Herculaneum)

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

Spring Break: (March 13-17)Read "Augustan Age" (WMF pp.115-175)
Read "Lucretius" (VftP pp.20-30)**TAKE ROMAN REPUBLIC EXAM**

LIFE OF PAUL**Week 9** (March 20-24)Life of Paul: Birth to 2nd Missionary Journey

Study "Augustan Age" (WMF pp.115-175)

Week 10 (March 27-31)Life of Paul: 3rd Missionary Journey to DeathRead "Roman Empire" (WMF pp.176-228)
Study "Augustan Age" (WMF pp.115-175)
Read Ovid's "Metamorphoses" (VftP pp.31-49)**TAKE AUGUSTAN AGE EXAM**

LIFE OF CHRIST**Week 11** (April 3-7)

Life of Christ: Birth to Baptism

Study "Roman Empire" (WMF pp.176-228)

Week 12 (April 10-14)

Life of Christ: Ministry Years

Read Interviews with Cicero (VftP pp.58-67)
Read Marcus Aurelius Interview (VftP pp.69-71)
Study "Roman Empire" (WMF pp.176-241)**TAKE ROMAN EMPIRE EXAM**

Week 13 (April 17-21)

Life of Christ: Death to Ascension

Read "Rise of Christianity" (WMF pp.242-291)
Ovid's "Art of Love" Interview (VftP pp72-90)

Week 14 (April 24-28)

The Decline of Rome and Rise of Christianity

Read Ovid's "Tristia" Interview (VftP pp.91-99)
Study "Rise of Christianity" (WMF pp.229-291)**TAKE RISE OF CHRISTIANITY EXAM**

Week 15 (May 1-5)

The Decline of Rome and Rise of Christianity

Prepare for Final
Finish all Reading

Week 16 (May 8-12)Submit Marked-Up Manuscript Text
Submit Extra Credential Sheet**TAKE COMPREHENSIVE FINAL EXAM****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.