



# On-Campus Course Syllabus

## Hum 201 L1

### Roman World

### Spring 2025

#### Class Information

**Day and Time:** Mon-Wed 12:15–1:30

**Room Number:** E201

#### Contact Information

**Instructor Name:** James W. Knox

**Instructor Email:** [jknox@Criswell.edu](mailto:jknox@Criswell.edu)

**Instructor Phone:** NA

**Instructor Office Hours:** by appointment

#### 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. (This course satisfies requirements for a Humanities/Fine Arts course.)

#### Course Objectives

- A. Attain familiarity with the geography of the classical world. This includes recognition of the socio-political regions (e.g., Greece and Rome) and how their borders and influence changed over time. Also, the ability to locate and identify key locations (i.e., cities).
- B. Demonstrate awareness of the key figures that arose during their respective periods. This includes appreciation of their historical context and major accomplishments.
- C. Demonstrate comprehension regarding the advancement of human civilization from the Greek city-states through the Roman Empire.
- D. Develop an appreciation for and the ability to articulate why the study of the Greco-Roman world is important for biblical interpretation.

#### Required Textbooks

1. Martin, Thomas R. *Ancient Greece: From Prehistoric to Hellenistic Times*. 2nd ed. New Haven: Yale University Press, 2013. ISBN: 978-0-300-16005-5
2. Martin, Thomas R. *Ancient Rome: From Romulus to Justinian*. New Haven: Yale University Press, 2012. ISBN: 978-0-300-16004-8

## Course Requirements and Assignments

- A. **Participation — (20%)** The classroom experience is an essential element of the learning process. This includes engaging with the instructor, class materials, and fellow students. As such, it is expected and required that the student attends and participates. Failure to perform (e.g., through unexcused absences) will result in a reduction in the participation grade.
- B. **Reading Sheets — (20%)** Beginning with Week 2, the student is expected to fill out a reading sheet for that class' assigned reading. The reading sheet will include summarizing the relevant chapter as well as noting questions, observations, and potential applications the student found while reading. There are 25 required readings. The student must fill out at least 20 (5 may be dropped).
- C. **Quizzes — (20%)** There will be 11 take-home quizzes dispersed throughout the semester. Since they are take-home, they may be open book. However, they are not group assignments. The student must complete them on his/her own without additional assistance. The Quiz' content will correspond to the material derived from that week's reading (so not cumulative). 1 quiz may be dropped. The quizzes are marked on the Course Outline/Calendar.
- D. **Exams — (40%)** Four in-class exams will be administered throughout the semester. They will cover the four major sections of the class: (1) the Dark-Archaic Greek Periods, (2) the Classical-Hellenistic Greek Periods, (3) the Founding and Fall of the Roman Republic, and (4) the Rise and Decline of the Roman Empire. The exams' content will derive from the required reading and classroom lectures. Each exam will be comprehensive to that section and count for 10% of the course grade, so 40% in total.

## Course/Classroom Policies and Information

### Submission of the Reading and Study Sheets

The Reading Sheets and Quizzes allow for the student's progress to be evaluated and graded. The student must upload the assigned reading sheet and quiz onto Canvas prior to the start of class for that respective due date.

### Late Submissions

Late submissions will be accepted but with a penalty. 5% will be deducted per day once the due date has passed. After one week, the assignment will no longer be accepted with an automatic Ø registered for the assignment. Any student who has not uploaded their quiz prior to the quiz review must leave the classroom during the review or their quiz will be forfeited. Exams cannot be taken late except for emergencies.

### Extra Credit Projects

The purpose of education is to foster an environment that promotes learning. This includes structured group learning through the classroom, but more important is the student's role in engaging, internalizing, and applying the information. This is required and enforced by the assignments and examinations. However, this can only achieve so much. Should the student desire to pursue his or her independent study in addition to the established course requirements, such endeavor ought to be supported and rewarded. So, this course allows (and encourages) extra credit projects.

An extra credit project is an intentional educational effort that demonstrates the acquisition and appreciation of knowledge so long as it is relevant for the course. **However, certain criteria must be met for the project to count.**

- 1) The student must receive approval by the instructor prior to beginning the project.
- 2) The project must be relevant to the educational scope of the course.

There is a fair amount of flexibility regarding what may constitute an extra credit project and students are encouraged to be creative and think outside the box. Examples of what would qualify as projects include:

- a) Going to a museum (so long as it features an exhibit related to the course content) and writing a report on the experience.
- b) Watching a documentary (related to the course content) and writing a report on it.
- c) Reading a book (related to the course content) and writing a report on it.

This is not an exhaustive list of potential projects, but these examples are likely to receive approval should the student volunteer to pursue one.

### **Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## 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.

## **Course Policy on the use of Artificial Intelligence (AI)**

While the use of Generative AI is recommended for the *editing* of your own work (e.g., spellcheck, Grammarly, etc.), the reliance on programs (e.g., ChatGPT, Grok, etc.) for *research* purposes is discouraged. Furthermore, the use of Generative AI for the *creation* of content is prohibited. The purpose of all assignments is for the student to develop the skills necessary for the creation of original scholarship.

## **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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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). 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](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

	Week	Class Topic	Greece	Rome	OHCW
1	M–Jan 20	<b>Martin Luther King Jr. Day (No Class)</b>			
	W–Jan 22	Syllabus, Introduction, Bibliography, and Geography			
2	M–Jan 27	Greek Dark Age	Ch. 3		
	W–Jan 29	Homer's Epics: <i>The Iliad</i> and <i>The Odyssey</i> <i>Due: Quiz 1</i>			Taplin
3	M–Feb 3	Greek Archaic Age	Ch. 4		
	W–Feb 5	Emergence of New Governances <i>Due: Quiz 2</i>	Ch. 5		
4	M–Feb 10	Greco-Persian Wars	Ch. 6		
	W–Feb 12	Early Greek Philosophers <i>Due: Quiz 3</i>			West
5	M–Feb 17	<b>Exam I: The Dark-Archaic Greek Periods</b>			
	W–Feb 19	Greek Classical Period	Ch. 7		
6	M–Feb 24	Peloponnesian War	Ch. 8		
	W–Feb 26	Greek Historians <i>Due: Quiz 4</i>			Murray
7	M–Mar 3	Classical Greek Philosophers			Annas
	W–Mar 5	Alexander the Great <i>Due: Quiz 5</i>	Ch. 9		
8	M–Mar 10	Spread of Hellenism	Ch. 10		
	W–Mar 12	<b>Exam II: The Classical-Hellenistic Greek Periods</b>			
9	M–Mar 17	<b>Spring Break</b>			
	W–Mar 19				
10	M–Mar 24	Introduction to Roman Society		Ch. 2	
	W–Mar 26	Founding of Rome <i>Due: Quiz 6</i>		Ch. 3	
11	M–Mar 31	Rise of the Republic		Ch. 4	
	W–Apr 2	Virgil's <i>Aeneid</i> <i>Due: Quiz 7</i>			Griffin
12	M–Apr 7	Fall of the Republic		Ch. 5	
	W–Apr 9	Roman Historians <i>Due: Quiz 8</i>			Lintott

13	M–Apr 14	<b>Exam III: The Founding and Fall of the Roman Republic</b>			
	W–Apr 16	Rise of the Roman Empire		Ch. 6	
14	M–Apr 21	Golden Age of Rome		Ch. 7	
	W–Apr 23	Roman Philosophers <i>Due: Quiz 9</i>			Meredith
15	M–Apr 28	Christian Crisis		Ch. 8	
	W–Apr 30	Baptism of the Empire <i>Due: Quiz 10</i>		Ch. 9	
16	M–May 5	Roman Art and Architecture			Wilson
	W–May 7	Fate of the Empire <i>Due: Quiz 11</i>		Ch. 10	
<b>Final Exams</b>		<b>Exam IV: The Rise and Decline of the Roman Empire</b>			

## Selected, Classified, and Annotated Bibliography

### (Classical) Archaeology

Alcock, Susan E., and Robin Osborne, eds. *Classical Archaeology*. 2nd ed. Blackwell Studies in Global Archaeology. Chichester: Wiley-Blackwell, 2012. — An excellent resource that covers the discipline of classical archaeology while also providing up-to-date scholarship.

Beard, Mary, and John Henderson. *Classics: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 1995. — An excellent, yet concise, scholarly introduction to the study of the classics. This includes classical archaeology and historical reconstructions.

### Atlases

Talbert, Richard, ed. *Barrington Atlas of the Greek and Roman World*. Princeton: Princeton University Press, 2000. — This volume is widely regarded among academics as the standard technical atlas of ancient Greece and Rome. While the physical print edition is expensive, you can download the official app for \$20.

Talbert, Richard, Lindsay Holman, and Benet Salway, eds. *Atlas of Classical History*. Rev. ed. New York: Routledge, 2023. — A more affordable alternative. This is a fine resource for students and casual study.

Rasmussen, Carl G. *Zondervan Essential Atlas of the Bible*. Grand Rapids: Zondervan, 2013. — An abridged version of *Zondervan Atlas of the Bible*, 2nd ed. (2010). It retains most of the aides and resources (e.g., maps and charts) but condenses its discussion. It is still more than sufficient for a young Bible student.

### Greco-Roman History

Boardman, John, Jasper Griffin, and Oswyn Murray, eds. *The Oxford History of the Classical World*. Oxford: Oxford University Press, 1986. — The single volume contains the content from *The Oxford History of Greece and the Hellenistic World* and *The Oxford History of the Roman World* (both available individually). While a tad dated, it remains an excellent resource.



Edwards, Iorwerth E. S., et al., eds. *The Cambridge Ancient History [CAH]*. 12 vols. 3rd ed. Cambridge: Cambridge University Press, 1970–2005. — The CAH has been regarded as the definitive history of the ancient world for almost a century (the project began in 1919). At 12 volumes, it is the most comprehensive history available spanning human prehistory through the Roman empire. It was recently made available online via the Internet Archive: [https://archive.org/details/iB\\_Ca/01-01/](https://archive.org/details/iB_Ca/01-01/); However, volume 4 is missing chapters 1–3a.

Fox, Robin Lane. *The Classical World: An Epic History from Homer to Hadrian*. New York: Basic Books, 2006. — A helpful narrative-based retelling of western history. From the Greek Archaic period to Rome's invasion of Britain. It is a useful broad survey. However, keep in mind the amount of material Fox is trying to cram into a single book.

Marincola, John, ed. *A Companion to Greek and Roman Historiography*. 2 vols. Blackwell Companions to the Ancient World. Malden, MA: Blackwell, 2007. — A very useful reference guide for understanding how to approach ancient Greek and Roman sources from a historical perspective.

## History of Ancient Greece

Cartledge, Paul. *Ancient Greece: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 2011. — An excellent, yet concise, scholarly introduction to the topic of ancient Greece up to the Hellenistic period.

Errington, Robert Malcolm. *A History of the Hellenistic World, 323–30 BC*. Blackwell History of the Ancient World. Malden, MA: Blackwell, 2008. — An excellent textbook on Ancient Greek history that focuses on the Hellenistic period, from the time of Alexander the Great until Rome's conquest.

Hall, Jonathan M. *A History of the Archaic Greek World, ca. 1200–479 BCE*. 2nd ed. Blackwell History of the Ancient World. Chichester: Wiley-Blackwell, 2014. — An excellent textbook on ancient Greek history from the Dark age through the Archaic period.

Ober, Josiah. *The Rise and Fall of Classical Greece*. The Princeton History of the Ancient World. Princeton: Princeton University Press, 2015. — Another standard textbook on ancient Greek history that focuses on the Classical period.

Osborne, Robin, ed. *Classical Greece, 500–323 BC*. The Short Oxford History of Europe. Oxford: Oxford University Press, 2000. — A collection of essays on life and society during the Classical Greek period.

Parker, Victor. *A History of Greece*. Blackwell History of the Ancient World. Chichester: Wiley-Blackwell, 2014. — An excellent textbook on ancient Greek history that spans from the Dark age to the end of the Hellenistic period.

Rhodes, Peter J. *A History of the Classical Greek World, 478–323 BC*. 2nd ed. Blackwell History of the Ancient World. Chichester: Wiley-Blackwell, 2010. — An excellent textbook on ancient Greek history that focuses on the Classical period.

Thonemann, Peter. *The Hellenistic Age: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 2016. — An excellent, yet concise, scholarly introduction to the topic of the Hellenistic Period through the time of the Roman Republic.

## History of Ancient Rome

- Beard, Mary. *SPQR: A History of Ancient Rome*. New York: Liveright, 2015. — A decent introduction to the history of Rome.
- Bispham, Edward, ed. *Roman Europe, 1000 BC – AD 400*. The Short Oxford History of Europe. Oxford: Oxford University Press, 2008. — Another standard introductory textbook on Roman history. This includes discussion on roman life and society.
- Gwynn, David M. *The Roman Republic: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 2012. — An excellent, yet concise, scholarly introduction to the topic of the history of the Roman Republic.
- Harper, Kyle. *The Fate of Rome: Climate, Disease, and the End of an Empire*. The Princeton History of the Ancient World. Princeton: Princeton University Press, 2017. — A decent history of Rome that focuses on the decline of the Empire.
- Kaldellis, Anthony. *The Byzantine Republic: People and Power in New Rome*. Cambridge: Harvard University Press, 2015. — An intriguing look into Rome's transition from republic, to empire, up to the Byzantine empire.
- Kelly, Christopher. *The Roman Empire: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 2006. — An excellent, yet concise, scholarly introduction to the topic of the history of the Roman Empire.
- Le Glay, Marcel, Jean-Louis Voisin, and Yann Le Bohec. *A History of Rome*. Translated by Antonia Nevill. 4th ed. Chichester: Wiley-Blackwell, 2009. — One of the most popular and standard textbooks on the history of Rome available.
- Mitchell, Stephen, and Geoffrey Greatrex. *A History of the Later Roman Empire, AD 284–700*. 3rd ed. Blackwell History of the Ancient World. Chichester: Wiley-Blackwell, 2023. — An excellent textbook that focuses on the history of the Roman Empire.

## Christian analysis of Greco-Roman Culture

- Leithart, Peter J. *Heroes of the City of Man: A Christian Guide to Select Ancient Literature*. Moscow, ID: Canon Press, 1999. — A survey of Greek and Roman literature from a Christian perspective.
- Markos, Louis. *From Achilles to Christ: Why Christians Should Read the Pagan Classics*. Downers Grove, IL: InterVarsity, 2007. — An introduction to the Greek and Roman epics from a Christian perspective.
- . *From Plato to Christ: How Platonic Thought Shaped the Christian Faith*. Downers Grove, IL: InterVarsity, 2021. — An introduction to how platonic philosophy influenced the early church.

## New Testament Backgrounds

- Burge, Gary M., and Gene L. Green. *The New Testament in Antiquity: A Survey of the New Testament within its Cultural Contexts*. 2nd ed. Grand Rapids: Zondervan Academic, 2020. — A popular survey of the Greco-Roman culture during the time of the New Testament.

- Ferguson, Everett. *Backgrounds of Early Christianity*. 3rd ed. Grand Rapids: Eerdmans, 2003. — A classic textbook that provides an excellent overview of the historical and social setting during the time of the New Testament.
- Green, Joel B., and Lee Martin McDonald, eds. *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker Academic, 2013. — A collection of articles that provide in-depth, yet concise appraisals of Greco-Roman culture during the time of the New Testament.
- Jeffers, James S. *The Greco-Roman World of the New Testament Era: Exploring the Background of Early Christianity*. Downers Grove, IL: InterVarsity, 1999. — Another survey of the Greco-Roman culture during the time of the New Testament.