

Syllabus for The Ancient Roman World

Fall 2014

HIST410 3 hours credit

MWF 2:00-2:50

AD329

Abilene Christian University

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Textbooks

Boatwright, Gargola, Talbert, *The Romans: From Village to Empire* (Oxford Univ. Press)

ISBN-10: **0199730571** | ISBN-13: **978-0199730575**

Carcopino, *Daily Life in Ancient Rome*;

ISBN-10: **0300101864** | ISBN-13: **978-0300101867 0**

Virgil, *Aeneid*; (tr. Fitzgerald)

- ISBN-10: 0679729526

- ISBN-13: 978-0679729525

Seneca: *The Stoic Philosophy of Seneca* (ed., Hadas);

- ISBN-10: 0393004597

- ISBN-13: 978-0393004595

Augustine, *Confessions* (tr. Chadwick)

- ISBN-10: 0199537828

- ISBN-13: 978-0199537822

Other Resources

Other texts will be announced and handouts made available during the semester.

University Mission

Educating students for Christian service and leadership throughout the world.

Departmental Mission

The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

Audience

This course can be used to fulfill a requirement for an upper level history or upper level elective credit depending on one's degree plan.

Scripture

John 18:38 "*dixit ei Pilatus, 'quid est veritas?'*"

Catalog Description

HIST 410 The Ancient Roman World (3-0-3)

Survey of cultural, economic, political, and military developments in ancient Roman Republic and Empire

Grade Composition

Exams	40 %
Final Exam	20 %
Class Presentation	20 %
Quizzes and Class Participation	20 %

Grade scale

A	92-100
B	84-91
C	76-83
D	68-75
F	0-67

Weekly Topics

1. The Hellenistic Age (hand-out reading assignment from Dunstan, *Ancient Greece*)
2. Hellenistic Art; Early Rome (chptr 2 in Boatwright, et al)
3. Regal Rome and Early Roman Republic (chptr 3 in Boatwright); Exam One (In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome. Further, students will be required to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.)
4. Virgil, *Aeneid* (Books 1-6); Roman Religion (Carcopino, 121-127)
5. The Punic Wars (chptr 4 in Boatwright); Ancient slavery (Carcopino, 56-61)
6. Later Roman Republic; the Gracchi (chptrs 4-5 in Boatwright); Exam Two (In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome. Further, students will be required to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.)
7. The End of the Republic (chptrs 6-7 in Boatwright) (Carcopino, 3-21)
8. Augustus (chptr 8 in Boatwright); Women in Ancient Rome (Carcopino, 76-100)

9. The Early Principate (chptr 9 in Boatwright) (Carcopino, 22-51); Exam Three (In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome. Further, students will be required to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.)
10. Rome and the Barbarians; Gladiatorial Games (chptr 10 in Boatwright) (Carcopino, 202-247)
11. Seneca and Stoicism; Marcus Aurelius (chptr 11 in Boatwright)
12. Rise of Christianity (Carcopino, 121-140); Constantine (chptr 12 in Boatwright); Exam Four (In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome. Further, students will be required to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.)
13. Crisis in the Empire (Augustine, *The Confessions*, Books 1-3); Class presentations
14. Class presentations (In the class presentations students use specific examples of material culture to show influence of trade, cultural artifacts, power hegemonies, ideological evolution, etc.)
15. Class Presentations; Fall of the Roman Empire (*Confessions*, Books 6-9); Exam Five

Competencies and Assignments providing Measurements

	Competency	Assignments and Measurements
1	Demonstrate knowledge and understanding of key features of ancient Rome	In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome
3	Present evidence of an awareness of how economic activity, technological innovation, political forms, and social ideologies relate to and influence each other	In the class presentations students investigate, analyze, and discuss aspects of ancient Rome
4	Construct and defend a narrative of the period and region	In presentations, classroom discussions, and exam questions students process various types of historical data (literary, archaeological, philosophical, etc.), creating and defending their own historical narratives of the period

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The Role of Faith in Education

This class is based on the beliefs that intellectual development is valuable in and of itself, and that, for those of us called to a university education, it is a matter of faithful stewardship of gifts. Christian faith should influence our academic strivings not by making them less intellectual – mingling a Sunday school atmosphere with that of a university classroom – but by inspiring us to ever greater intellectual achievements, to the glory of God.

Classroom Lectures

This course is intended to help students develop an understanding of Hellenistic and Roman civilizations. The first 12 weeks of the course will be lecture- and reading-intensive, albeit with opportunities for classroom discussion. Four of the five regular exams, as well as the final exam in December, will be made up questions mostly from these lectures, along with some material from assigned readings. Some guidance will be given as to how to prepare for each exam.

Class Presentations

The final three weeks of this course will be devoted primarily to student classroom presentations on various related topics. The presentations will be expected to demonstrate a considerable degree of research and effort, as each student will be producing only a single presentation during the course, and as it will comprise 20% of the student's final grade. An exam in week 15 will include questions over the various student presentations and the classroom discussions relating to them.

Exams

Exams will be given every third Friday, and they will be based primarily on material from lectures, but information from readings and discussion groups will also sometimes be included. Students will be told before each exam what the questions will cover. Exams will have both multiple choice questions and discussion questions. These tri-weekly exams will count for 40% of the students' final grade.

Final Exam

The final exam will be comprehensive and primarily essay. It will count for 20% of the final grade. More information on its contents will be given in due course.

Reading Assignments, Quizzes, and Class Participation

Students will be assigned regular readings in class texts and other material made available by the instructor. Regular reading quizzes will be given – especially over the - with two bonus questions per quiz. A few other quizzes may be given relating to other reading assignments. The average quiz grade will make up 20% each student's final grade.

Regular and timely attendance, civil behavior and a reasonable degree of attention and participation in class (where appropriate) are all expected as a matter of course. If there is a problem in this area, points will be deducted from the student's "Homework and Class Participation" grade. (Other disciplinary measures may be taken, as well.) Absent such problems (and they are rare among ACU students), this 20% segment of each student's grade will be determined strictly by quizzes.

Make-up Work

Make-up exams will be offered only with a 50-point penalty, unless the exam was missed because of a university-sponsored event, illness (a note from your doctor will be required), or a serious personal problem.

Professor's Open Door

Serious thought about historical issues and Christian principles should prompt reflection about the nature of one's personal faith and standing before God. Faith-related issues will be discussed in class, of course, but you are more than welcome to visit me in my office (during office hours or by appointment) if you would rather discuss such things privately.

Americans with Disabilities Act Compliance Statement

"Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667."

Academic Integrity Policy

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.