

**COURSE:** HP 393N, Ancient History  
**CREDIT:** 3 Semester Hours  
**SEMESTER:** Fall 2021 Cycle 3 (October 25-December 17, 2021)  
**INSTRUCTOR:** Dr. Teddy D. Bitner  
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## I. DESCRIPTION

A study of ancient history from the beginning of antiquity to the breakup of the Roman Empire. This course will study the political, economic, social, and cultural development of ancient civilizations leading to the modern western world and will touch on the rise of Christianity. (Prerequisites: HP231 and HP232)

## II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recall the basic facts and chronology of ancient Near Eastern and European history (PLO 1) (Assessments A & E)
2. Recall the people who made major contributions to ancient society. (PLO 1) (Assessments A-E)
3. Relate the study of history to a theologically based philosophy of history. (PLO 1, 4) (Assessment A)
4. Acquire an understanding of the characteristics of civilizations of the classical world (PLO 1) (Assessment A, B, E).
5. Gain an appreciation of the range of diverse primary sources, literature, and other media (local, national, and international) to illustrate and explore citizenship in other times and places. (PLO 1) (Assessment D)

B. Specific competencies to be achieved. The student will:

1. Knows history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict and point of view (PLO 1) (Assessments A-E)
2. Understands major historical periods, people, events, developments and documents including (but not limited to) (PLO 1, 4) (Assessments A, E):
  - a. The viability and diversity of ancient civilizations and their interactions;
  - b. Unique aspects of Greek and Hebrew cultures on shaping modern views of ethics, history, and philosophy;

- c. Factors that contributed to the rise and fall of ancient civilizations;
  - d. Assessment of the maturation of the classical world, its loss and rediscovery.
  - e. Contribution of classical civilization to the modern understanding of law, government, religion, economics, transportation and industry.
3. Understand how and why individuals (including historians) may hold and espouse different views about the past (PLO 1, 4) (Assessment A, C, E)
  4. Understands the linkages between human decisions and consequences. (PLO 1, 4) (Assessments A, B, E)
  5. Current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings. (PLO 1,4) (Assessments A, C, E).

### III. REQUIREMENTS (ASSESSMENTS)

- A. Reading and Questions. You will be expected to complete the assigned reading from the texts. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of these movements. You will answer questions associated with the reading for each chapter in the book. Questions are contained within the online course materials.
- B. Discussion. You will answer forum questions and participate in forum discussions as you work through the course units.
- C. Paper. You will be required to prepare a research paper. Topic will be a review of an individual, event, or culture within the period and setting of the course. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) **and is due not later than indicated in the Canvas portal for the class.** The grade for the paper will be calculated based on the Calvary University evaluation sheet (enclosed). The paper should cite a minimum of scholarly references using books or peer reviewed articles (including articles sourced from databases such as ProQuest). Internet references may also be used (but may not substitute for the three references required). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.
- D. Book Report. You will write an eight page book report on Plato's *The Republic*. Book report will consist of a summary of the book, major themes you identified, your assessment of those themes, and a conclusion. The book report format is:
  - a. Introduction
  - b. Summary of the book (what did Plato cover in his book)
  - c. Major themes (what point[s] is Plato trying to make?) that you identified during your reading
  - d. Your assessment of Plato's themes (do you agree with him, why or why not)
  - e. Conclusion

E. Test. You will complete a final exam.

#### IV. METHODS

A. This is an online class. The class will be composed of reading, answering questions, engaging in forum responses, and providing writing reflections of each portion of the course.

Attendance. Attendance for "distance" students will consist of validated academic activity at a weekly minimum. Attendance validation for "distance" students includes such activities as participation in class assignments and discussion typically derived from the recorded lectures. I will record attendance by checking academic activity during the previous 7 days **each Wednesday**. If you miss more than one week, your grade will be lowered by one letter grade. If you miss more than two weeks of class, your grade will be lowered by one additional letter grade (a total of two letter grades).

B. Grading. The grading scale is given in the University Catalog (letter grades with numerical equivalents). Course work is weighted in the following proportions:

Unit One	10%
Unit Two	10%
Unit Three	10%
Unit Four	10%
Final Examination	20%
Book Report	20%
Research Paper	20%

#### V. MATERIALS

Perry, Marvin; Chase, Myrna; Jacob, James R.; Jacob, Margaret C.; von Laue, Theodore H.; Bock, George W. (Associate Editor), *Western Civilization, Ideas, Politics, and Society (Volume I) (Tenth Edition)*. Boston: Wadsworth Publishing, 2012. ISBN: 978-1111831707. Price \$51.60. Available used for approximately \$39.95.

Bailkey, Nels M.; Lim, Richard, *Readings in Ancient History: Thought and Experience from Gilgamesh to St. Augustine (Sixth Edition)*, New York: Houghton Mifflin Company, 2002. ISBN: 9780618133833. Retail price: \$105.95. Available used for approximately \$3.50.

Plato, *The Republic: The Complete and Unabridged Jowett Translation*, New York: Vintage Classics, 1991. ISBN 9780679733874. Price \$7.75. Available used for \$0.01. Kindle Edition: \$5.99. Other unabridged translations are also acceptable.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. COURSE SCHEDULE:

Section	Dates
Unit One	Dates for each section will be set within the online course system.
Unit Two	
Unit Three	
Unit Four	
Final Examination	
Research Paper	

**Special Notes:**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.

**CALVARY UNIVERSITY EVALUATION SHEET**

Student Name: \_\_\_\_\_ Date Due: \_\_\_\_\_

Faculty Name: \_\_\_\_\_ Course Number/Name: \_\_\_\_\_

ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

	<b>KNOWLEDGE</b> Recalls details of previously learned material, including relevant facts and theories.
	<b>COMPREHENSION</b> Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.
	<b>APPLICATION</b> Applies rules, methods, concepts, principles, and laws as required by questions.
	<b>ANALYSIS</b> Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole.
	<b>SYNTHESIS</b> Sees the whole of a concept, theory or idea by means of its constituent parts.
	<b>EVALUATION</b> Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression.
	<b>PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES</b> Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content.
	<b>SPELLING/GRAMMAR/SYNTAX</b> Follows the accepted norms of spelling, grammar, and syntax.
	<b>TURABIAN STYLE</b> The lesson has been submitted neatly and according to relevant school submission guidelines.
	<b>ACADEMIC LEVEL SATISFIED</b> Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level.
	<b>TOTAL POINTS</b>
	<b><u>FINAL GRADE</u></b>

_____	_____
Faculty Signature	Date

<b>COMMENTS ON LESSON:</b>		
<input type="checkbox"/> This lesson shows improvement	<input type="checkbox"/> Unique, helpful expressions employed	<input type="checkbox"/> Strong in area of application
<input type="checkbox"/> Exemplary development of ideas	<input type="checkbox"/> Nice mix of theological and pastoral ideas	<input type="checkbox"/> References very strong relevant
<input type="checkbox"/> Lesson work shows much promise	<input type="checkbox"/> Excellent recall of material	<input type="checkbox"/> Aware of important intricacies of issue
<input type="checkbox"/> Submission requirements not fulfilled	<input type="checkbox"/> Lacking depth of treatment	<input type="checkbox"/> Lack of flow in communication
<input type="checkbox"/> References cited incorrectly	<input type="checkbox"/> Grammatical errors excessive	<input type="checkbox"/> Misunderstanding of question asked
<input type="checkbox"/> Insufficient reference material	<input type="checkbox"/> Weakness in paragraph format	<input type="checkbox"/> Improper conclusions drawn

**REMARKS:**