

# HIS 324/REL 304 GRECO – ROMAN WORLD

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*What grammaticus, even the most learned, ever receives the salary which his hard work deserves?  
... It's not an easy task. Then the parents say, "Do your job well, and, when the end of the year comes, we'll pay you for  
the twelve-month period the same amount that a chariot driver earns in one race" (Juvenal Satires 7.215-43).*

## COURSE DESCRIPTION

*Blessed is he who concerns himself with these things, and he who lays them to heart will become wise (Sirach 50:28).*

This course surveys the geography, archaeology, history, cultures, and religions of the Greco-Roman World, with special attention to its role as the background for the Intertestamental Period and the New Testament.

## STUDENT LEARNING OUTCOMES

*In this book, the result of my inquiries into history, I hope to do two things: to preserve the memory of the past by putting on record the astonishing achievements both of our own and of the Asiatic peoples; secondly, and more particularly, to show how the two races came into conflict (Herodotus The Histories 1. 1).*

Upon completion of this course, the student will:

1. be able to describe the topographical and geographical features of the world encompassed by the Hellenistic and Roman Empires,
2. be able to describe the course of events in antiquity—with special attention to how they affected the development of Judaism and Christianity,
3. be able to describe the development of Greek, Hellenistic, and Roman ideas and values which conflicted with or became a part of the Judeo-Christian western heritage,
4. be able to describe the importance of relating biblical content with extra-biblical sources in order to gain a fuller understanding of the biblical text, and
5. be able to describe the religious environment of the Hellenistic world in which Judaic and Christian theology developed.

## REQUIRED AND SUPPLEMENTAL TEXTS

*You know, Sosius Senecio, how geographers, when they come to deal with those parts of the earth which they know nothing about, crowd them into the margins of their maps with the explanation, 'Beyond this lie sandy, waterless deserts full of wild beasts,' or 'trackless swamps,' or 'Scythian snows,' or 'ice-locked sea.' (Plutarch Theseus 1).*

Ferguson, Everett. *Backgrounds of Early Christianity*. 3<sup>rd</sup> Ed. Grand Rapids: Eerdmans, 2003.  
ISBN: 0-8028-2221-5.

Morkot, Robert. *The Penguin Historical Atlas of Ancient Greece*. London: Penguin, 1996. ISBN: 0-14-051335-3.

Scarre, Chris. *The Penguin Historical Atlas of Ancient Rome*. London: Penguin, 1995. ISBN: 0-14-0513239-9.

### Supplemental Reading:

Barrett, C. K., ed. *The New Testament Background: Writings from Ancient Greece and the Roman Empire That Illuminate Christian Origins*. Revised and Expanded Edition. San Francisco: HarperSanFrancisco, 1989.

## REQUIREMENTS AND EVALUATION

*When one grows accustomed to them, even disagreeable things become less trying (Aesop Fables).*

*Ben He-He said: According to the suffering so is the reward (Mishnah Aboth 5:23).*

- **Grading Components.** The student's grade will be determined according to the following items/percentages:

Research Paper (details below)	= 25%
Daily Reading Quizzes	= 25%
Mid-term Exam	= 25%
Final Exam	= 25%

- **Grading Scale.** A 10-point grading scale will be used for this course (i.e., 90-100 = A, etc.).
- **Research Assignments.** One research paper will be required with due date dependant on the topics assigned. Details and schedules for these assignments are provided in separate sections below.
- **Reading Quizzes.** All reading assignments and class handouts on the Class Schedule (below) are subject to reading quizzes. These will be given at the beginning of the class period and may not be made up due to absence or tardiness. However, at least 10% of each student's low quiz scores will be dropped.
- The grading system and/or class schedule may be modified for the benefit of the class as a whole as the professor sees fit. Any changes will be accompanied by written notification.

## RESEARCH ASSIGNMENT

*Strains and injuries received from a blow are treated with wild boar's manure which has been collected in the springtime and dried. This same treatment works for chariot drivers who have been dragged or run over or badly bruised in any way, even if the manure is smeared on while still fresh. Some people think that it is more useful to boil the manure in vinegar. They claim also that this manure can heal ruptures and sprains, if it is ground to a powder and mixed in a drink, or dislocation if it is mixed with vinegar (Pliny the Elder Natural History 28. 72).*

*Until recently, Diaulus was a doctor; now he is an undertaker. He is still doing, as an undertaker, what he used to do as a doctor (Martial Epigrams 1.47).*

One research project is required for this course. Students should pay attention to the following:

- The student will be assigned a topic (after requests are made by the students) on which to write a paper
- It is strongly recommended that the student **consult with the instructor** at certain stages of the paper writing process; for example on 1) bibliography, 2) paper outline, and 3) rough draft
- The due dates for individual topics are listed in a special section of the syllabus; papers **MUST BE TURNED IN ON THE DATE LISTED—LATE PROJECTS WILL NOT BE ACCEPTED!**
- At the instructor's discretion, an **oral review** of the paper will be scheduled just after the paper's due date. The instructor will examine the student on the subject as well as on the content of the paper itself, particularly if no opportunity was provided by the student for this evaluation during the paper writing process. This review is for the purpose of assessing the student's comprehension and integration of the topic material; it will be a major factor in the assignment's final grade.
- Papers must be prepared in accordance with the instructor's "Paper Writing Guide," available on the instructor's web page; **papers must be submitted with the cover sheet from the Guide**

## ATTENDANCE POLICIES

*Whoever has lain down to sleep during an Assembly of the Congregation: thirty days. And likewise, whoever has left, without reason, an Assembly of the Congregation as many as three times during one Assembly, shall do penance for ten days (Community Rule VII, 9-10).*

### General Classroom Policies

- The instructor is the final authority in matters of class decorum; if any student is deemed to be disruptive to the learning environment, the instructor—at his sole discretion—may dismiss that student and assign an absence for the period
- Quizzes or quiz questions missed as a result of tardiness may not be made up
- Getting up to leave temporarily during class is not acceptable, except in cases of severe distress; students must regulate their bodily functions like adults (go to the potty before class!)
- Cell phones or pagers are not allowed in class, for voice or text communication; if a cell phone rings, it will be confiscated and the student in possession may be dismissed from the class and assessed an absence
- Recording of class sessions is not allowed except by special permission

### Attendance

- The William Carey University catalog states, “students must attend 75% of the class meetings in order to receive credit for the course;” this policy will be enforced with the following additions
- NO distinction is made between “excused” and “unexcused” absences for attendance reporting; if you are not in class—for any reason—you are considered absent; this means that: 1) absences for school activities count as regular absences; the student is responsible for keeping their total absences within the limits specified above, and 2) doctor’s excuses are not needed and will have no bearing on attendance reporting
- If a student adds the course late, classes missed prior to adding *are considered absences*
- If a student is not present when attendance is determined (either by roll call or by work performed in class), the student will be considered absent (there will be no “tardy” category)
- If a student leaves class early and without prior arrangement, they will not receive credit for work completed in the class; e.g., students will not be given credit for a quiz if they leave after the quiz is administered

### Examination Policy

- Students must be present for all exams (designated “Exam” on the course schedule); absence from an exam will result in a grade of zero, unless **prior** arrangements have been made with and approved by the instructor
- Makeup exams will be given only under extreme circumstances or in cases of absence for school sponsored programs, and only by *prior* approval from the instructor; **it is the student’s responsibility to request such**

## ACADEMIC INTEGRITY

*I do not agree that students should be flogged. First, because flogging is disgraceful and is therefore suitable only for slaves and is certainly an insult, a fact which is indisputable if you substitute an older age group. Second because if a boy has a disposition so intractable that he cannot be corrected by scolding, he will become hardened even to your blows, just as the worst slaves are (Quintilian *The Elements of Oratory* 1.3.13-14).*

**COLLEGE STATEMENT ON ACADEMIC INTEGRITY:** William Carey seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending on the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s *Policies and Procedures Manual* and in the student handbook, *The Red Book*.

**INSTRUCTOR’S POLICY FOR THIS COURSE:** ALL incidents of academic dishonesty (whether involving in-class exercises or plagiarizing of research papers) will be considered as the most serious offense; ANY cases WILL result in a zero grade for the assignment and MAY (at instructor’s discretion) result in immediate failure of the course and further actions according to College policy.

## AMERICANS WITH DISABILITIES ACT NOTICE

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Ms. Brenda Waldrip at 601-318-6188. Ms. Waldrip is located in the Student Services Office in Lawrence Hall.



## DISASTER CONTINGENCY

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *Sader Watch*, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

## COURSE SCHEDULE: WINTER 2009-2010

*What do you have against us, spiteful schoolteacher? We know that you are hated by all the boys and girls you teach. Before the crested rooster has even crowed, you shatter the silence with your harsh voice and with lashes of your whip. . . . Now we neighbors are not demanding that we be allowed to sleep without disturbance for the whole night; to be awakened briefly is a minor irritation. But to be kept awake is a serious vexation. So send your students home. Would you be willing, you old windbag, to accept the same pay for being silent as you now receive for shouting out lessons? (Martial Epigrams 9.68).*

Reading Assignment:





Day	Date	Topic	Ferguson	Penguin Atlases	Barrett, §§
1	Nov 9	Instructor out of country; syllabi distrib.			
2	Nov 11	Bronze Age Greece		Morkot, 1-23	
3	Nov 13	Bronze Age Greece, cont'd		Morkot, 24-37	
4	Nov 16	Dark Age and Archaic Period		Morkot, 38-61	
5	Nov 18	The Persian Wars	1-7	Morkot, 62-79	
6	Nov 20	No class			
	Nov 21-9	 <b>Thanksgiving Break</b> 			
7	Nov 30	Classical Greece		Morkot, 80-95	
8	Dec 2	Classical Greece	7-10	Morkot, 96-109	
9	Dec 4	Alexander the Great	10-15	Morkot, 110-23	116-18
10	Dec 7	Hellenistic Kingdoms	15-20	Morkot, 124-31	256; 119-26
11	Dec 9	Rise of Rome	20-22	Scarre, 1-25	1-4

## COURSE SCHEDULE, CONT'D

*For this shall be a time of distress for Israel . . . There shall be eternal deliverance for the company of God, but destruction for all the nations of wickedness (War Rule [1QM] xv).*

*. . . but he that endureth to the end shall be saved (Matthew 10:22).*

Reading Assignment:

Day	Date	Topic	Ferguson	Penguin Atlases	Barrett §§
12	Dec 11	Rome's Conquests; Late Republic	23-26	Scarre, 26-37; Morkot 132-33	
13	Dec 14	Augustus and the Roman Empire	26-31	Scarre, 38-49	127-32; 5-10
14	Dec 16	The Early Empire; Roman Military	31-55	Scarre, 50-57; 62-63	133-34
15	Dec 18	MID-TERM EXAM			
	Dec 19- Jan 10	 <b>Christmas Holidays!</b> 			
16	Jan 11	Hellenistic ideals			
17	Jan 13	Roman Society and Institutions	55-97; 142-47	Scarre, 80-81	32-48
18	Jan 15	Greco-Roman Architecture	97-113; 137-42	Morkot, 134-35; Scarre, 82-83; 128-29	
	Jan 18	 <b>MLK Jr. Holiday!</b> 			
19	Jan 20	Writing and Literature	113-37	Scarre, 78-79	
20	Jan 22	Hellenistic-Roman & Popular Religion	148-251		26-31
21	Jan 25	The Mysteries; Gnosticism	251-318	Scarre, 102-103	94-115
22	Jan 27	Hellenistic-Roman Philosophy	319-95		
23	Jan 29	Jewish History	396-430	Scarre, 58-61	138-47
24	Feb 1	Jewish Literature	431-513		135-37; 210-80
25	Feb 3	Jewish Sects and Institutions	513-82		49-53
26	Feb 5	Rome and the Judeo-Christian Ideal		Scarre, 64-77; 84-101	
27	Feb 8	Christianity in the Roman World	583-601	Scarre, 104-113	11-19
28	Feb 10	Christianity in the Roman World, cont'd	601-620	Scarre, 114-27; 130-5	
29	Feb 11	FINAL EXAM?			

## RESEARCH TOPICS AND ASSIGNMENTS

*Marcus Verrius Flaccus, a freedman, was renowned for his methods of teaching. He used to make his students compete against one another in contests in order to stimulate their minds and encourage them to study. He gave them a topic on which to write an essay and then awarded a prize to the author of the best essay. The prize was always an old book, valuable for its beauty or its rareness (Suetonius A Book about Schoolteachers 17).*

### *Classical Greece*

Topic	Due Date	Student	Topic	Due Date	Student
Minoan Culture	Nov 30		Herodotus	Nov 30	
Mycenaean Culture	Nov 30		Greek Democracy	Dec 2	
Linear B and Mycenaean Greek	Nov 30		Athens in the 5 <sup>th</sup> -4 <sup>th</sup> centuries BC	Dec 2	
Homer	Nov 30		Sparta	Dec 2	
The Trojan War	Nov 30		Xenophon	Dec 2	
Greek Colonies	Nov 30		Sophists	Dec 2	
Persian Empire	Nov 30		Greek Drama	Dec 2	
Darius and Xerxes	Nov 30		Peloponnesian War	Dec 2	
The Persian Wars	Nov 30		Philip II of Macedon	Dec 2	

### *The Hellenistic Period and Rise of Rome*

Topic	Due Date	Student	Topic	Due Date	Student
Alexander the Great	Dec 4		John Hyrcanus	Dec 7	
Hellenism	Dec 4		Hasmonean Dyn.	Dec 7	
Polis	Dec 4		Rome before 508 BC	Dec 9	
Diadochi/Epigoni	Dec 4		Roman Republic (Government)	Dec 9	
Ptolemaic Empire	Dec 4		Carthage and the Punic Wars	Dec 9	
Alexandria	Dec 4		1st/2nd Triumvirate	Dec 9	
Seleucid Empire	Dec 4		Julius Caesar	Dec 11	
Antiochus III-IV	Dec 4		Pompey	Dec 11	
Maccabean Revolt: Causes	Dec 7		Marc Antony and Cleopatra	Dec 11	
Maccabean Revolt: Battles	Dec 7		Octavian/Augustus	Dec 14	
Judas Maccabeus	Dec 7		Tiberius & Caligula	Dec 14	
Jonathan/Simon	Dec 7		Claudius	Dec 14	

## RESEARCH TOPICS AND ASSIGNMENTS, CONT'D

*I was not, I was, I am not, I care not* (An eptiaph from Padua; CIL 5.2893).

### *The Hellenistic World*

Topic	Due Date	Student	Topic	Due Date	Student
Greek Ideals: the Body	Jan 11		Roman Religion	Jan 22	
Greek Ideals: Reason	Jan 11		Emperor Worship	Jan 22	
Greek Ideals: Rhetoric	Jan 11		Asklepius	Jan 22	
Hellenistic Education	Jan 11		Fatalism/Magic	Jan 22	
Classical Homosexuality	Jan 13		Astrology/Oracles	Jan 22	
Greek Athletics	Jan 13		Eleusinian Mysteries	Jan 25	
Hellenistic Travel	Jan 13		Isis/Serapis	Jan 25	
Libraries in Anc World	Jan 13		Mithraism	Jan 25	
Orders of Architecture	Jan 13		Cybele (Magna Mator)	Jan 25	
Temple Architecture	Jan 13		Dionysus	Jan 25	
Agora & Stoa	Jan 13		Orpheus	Jan 25	
Theater/Amphitheater	Jan 13		Socrates	Jan 27	
Stadium & Hippodrome	Jan 13		Plato/Platonism	Jan 27	
Pompeii	Jan 13		Aristotle	Jan 27	
Toilets and Sewers	Jan 13		Epicurianism	Jan 27	
Roman Social Classes	Jan 15		Stoicism	Jan 27	
Slavery in Grece/Rome	Jan 15		Cynicism	Jan 27	
Patron/Client System	Jan 15		NeoPlatonism/ Neopythagoreanism	Jan 27	
Roman Imperial Gov't	Jan 15		Gnosticism	Jan 25	
Greek Mythology	Jan 20		Nag Hammadi Codices	Jan 25	

### *Judaism and Christianity in the Roman World*

Topic	Due Date	Student	Topic	Due Date	Student
Antipater	Jan 29		Mishnah	Feb 1	
Herod	Jan 29		Jewish Temple	Feb 3	
Herodian Dynasty	Jan 29				
Josephus	Jan 29		Synagogue	Feb 3	
Zoroastrianism	Jan 27		"God Fearers" & Proselytes (Judaism)	Feb 3	
Sadducees	Jan 27		Samaritans	Feb 3	
Pharisees	Jan 27		Bar Kokhba & the 2 <sup>nd</sup> Jewish Revolt	Feb 5	
Essenes	Jan 27		1st Jewish Revolt	Feb 5	
Zealots	Jan 27		Nero and Persecution of Christians	Feb 5	
Septuagint	Feb 1		Otho, Vitellius, Galba	Feb 8	
1-2 Maccabees	Feb 1		The Flavian Emperors	Feb 8	
Sirach, Tobit, Judith	Feb 1		Domitian and Persecution of Christians	Feb 8	
Apocalyptic Literature	Feb 1		The Trajo-Hadrianic Emperors	Feb 8	
Philo	Feb 1		Christians and Rome in the 2 <sup>nd</sup> Century	Feb 8	
Dead Sea Scrolls	Feb 1		Christians and Rome in the 3 <sup>rd</sup> Century	Feb 8	
Jewish Rabbis	Feb 3		Archaeology of earliest Christianity	Feb 8	
Midrash	Feb 1		Eusebius	Feb 8	