BS 720 Roman Hellenism

M. Robert Mulholland
PERSPECTIVE: Earliest Christianity emerged from its Palestinian Jewish womb into the complex political, economic, religious, philosophical, sociological dynamics of the Roman Hellenistic culture of the Roman Empire. From its initial outreach, Christianity addressed its Gospel to the perceptual/experiential horizon of that culture and its writings reflect its interplay with that culture. The perceptual/experiential horizon of our life in Christ and our study of His Word may be profoundly enriched through our involvement with the perceptual/experiential horizon of the Roman Hellenistic culture. It is my prayerful intention to seek to be all the Lord purposes for me to be in leading this class so that such an enrichment can be yours in Him; and it is my prayerful hope that you will seek to allow the Lord to so guide your study and participation that His full purpose for your enrichment might be fulfilled in this course.

PURPOSE: We will seek to allow the Lord to actualize His purposes for us in this course through a study of the history and life of the Roman Hellenistic world and an examination of the various dynamics of its culture.

PARTICULARS: I prayerfully expect that your faithful stewardship and discipline in this course will be used of the Lord to enable you to acquire the following knowledge and ability:

1. Development of a comprehension of the history of the Mediterranean basin from 338 B.C. to 324 A.D.
   a. The rise and spread of Hellenistic Kingdoms
   b. The emergence of Rome
   c. The Roman Empire until Constantine
2. Understanding of the political, economic, sociological, philosophical, cultural, and religious dynamics of the Mediterranean basin from 338 B.C. to 324 A.D., with special emphasis upon the period from 200 B.C. to 100 A.D.
3. Ability to relate this comprehension and understanding to the interpretation of the New Testament.

PROCEDURES: The following will provide some of the scholarly disciplines of loving obedience and stewardship through which I trust the Lord will enable us to actualize His purposes for the course:

1. Texts: E. Ferguson, *Background of Early Christianity*, (2nd ed.) (F)
   *Culture, and Religion of the Hellenistic Age*
   Marvin Meyer, *The Ancient Mysteries* (M)
2. Preparation:
   a. It is hoped that you will enter into a covenant of prayer for the class and the course.
   b. It is urged that each period of individual study be started with prayer, interlaced with prayer, and dedicated to God in prayer at its close.
   c. It is expected that you will be a faithful steward of time in two areas:
      i. Consistent participation in class sessions
ii. Commit at least two hours to the Lord for prayer and study in preparation for each class hour.

c. It is expected that you will come to class fully prepared through disciplined prayer and study so as to be all God wants you to be in the class session.

d. It is presumed that you will exhibit graduate level competence in comprehension of reading, integration of learning, and presentation of understanding.

3. Class Sessions:
   a. The first portion of the semester (History) will consist of lectures and discussion generated by outside readings and lecture materials.
   b. The second portion of the semester (Culture) will consist of reports by participants, interaction with reports, discussions engendered by individual projects and outside readings, analysis of primary materials, and applications to New Testament interpretation.
   c. It is expected that as a member of the seminar you will participate fully in discussion and interaction, contributing insights and knowledge gained from your reading and research.

4. Presentation of Research:
   a. Class presentations: You may, if you choose, be responsible for leading the seminar learning experience for a module during the second portion (Culture) of the semester. This should entail a summary presentation of your research project in the following format: 1) Historical sketch of development(s), 2) Major features and their significance, 3) New Testament manifestations, 4) Pictures/slides/primary sources if possible.
   b. Written Presentations: Your project will be submitted in appropriate written form by the last meeting of the seminar.

5. Grade Contract:
   Regular class attendance, fulfillment of the assignments listed under TENTATIVE SCHEDULE, will be considered "essential achievement of course objectives" and earn a grade of "C" (Cf. Catalog, p. 28). Anyone desiring a higher grade will enter into a contract for the desired grade in which they set forth the additional learning experience(s) they intend to fulfill for the grade desired. Possible options would include (but not be limited to): research papers, additional readings, extended book reviews, exams, lesson plans, charts, etc. This is an opportunity for you to design your own learning experience in an area and a mode which will be of most benefit to you in your life and ministry.

6. PERFORMANCE:
   All work will be evaluated on the basis of the grade contract. Any work not measuring up to the level of the contracted grade will be returned for reworking and resubmission. You are urged to consult with me if, at any time, you believe that you have not been fairly or accurately evaluated. Faithful, consistent, obedient stewardship of time and work, in which you seek to be faithful to the Lord's purposes for you in the course, should result in high quality work and corresponding evaluations.

In order to maintain integrity with those who are faithful to the learning covenant, the following actions will govern attendance and submission of work:
   Up to 10% unexcused absences -- 1 grade-level reduction (A/A-)
   10 to 20% unexcused absences -- 2 grade-level reduction (A/B+) Etc.
Late submission of work -- 1 grade-level reduction/week
Three unexcused lates in attendance will count as one unexcused absence

7. The quality of oral and written projects should reflect work done as unto the Lord for they will reflect the cumulative results of the depth and faithfulness of your stewardship of time and study. Written projects must conform to the most recent edition of the Chicago Manual of Style.

8. Grading of Projects:
   a. “A” level projects will include in depth research of the topic, clear presentation of the findings of research, critical analysis of the positions(s) of sources utilized, and a creative application of the research to some aspect of the New Testament.
   b. “B” level projects will include a general acquaintance with basic writings on the topic, a summary of the results of readings, and a presentation of the importance of the topic on the study of the New Testament.

BIBLIOGRAPHY: The following list is neither exhaustive nor inclusive. It is merely a starting point for study and research.

Web Sites:
General links and bibliographies:
http://eikon.divinity.yale.edu/links.htm
http://www.ntgateway.com/judaica.htm
http://iam.classics.unc.edu/
http://www.wabashcenter.wabash.edu/Internet/topsites.htm

Women and Gender in the Ancient World:
http://www.uky.edu/ArtsSciences/Classics/biblio/christianity.html

Ancient World Cultures:
http://eawc.evansville.edu/index.htm
http://www.ntgateway.com/ancient/

Art and Archaeology:
http://www.perseus.tufts.edu/art&arch.html

Roman History:
http://www.roman-empire.net/
http://www.exovedate.com/ancient_timeline_one.html
http://www.pbs.org/empires/romans/

Roman Law:
http://www.jura.uni-sb.de/Rechtsgeschichte/lus.Romanum/english.html

Roman Life:
http://ireland.iol.ie/~coolmine/typ/romans/intro.html
http://www.geocities.com/Athens/Stage/3591/
http://www.mts.net/~aisensee/
http://members.aol.com/Donnclass/Romelife.html
http://victorian.fortunecity.com/lion/373/roman/roman.html

Roman Art and Architecture:
http://harpay.uccs.edu/roman/
http://www.2020site.org/rome/

Gladiatorial Games:
http://depthome.brooklyn.cuny.edu/classics/gladiatr/
http://abacus.bates.edu/~mimber/Rciv/gladiator.htm
Pompeii:  

Roman Roads:  
http://www.viadomitia.org/uk.html

Slavery:  
http://www.ucd.ie/~classics/96/Madden96.html

Tacitus’ Histories:  
http://classics.mit.edu/Tacitus/histories.html

Suetonius’ Lives of the Caesars:  
http://www.fordham.edu/halsall/ancient/suet-tiberius-rolfe.html

Primary Sources:

R. S. Bagnall/P. Derow, Greek Historical Documents: The Hellenistic Period, DF 235.A1 B33

E. Barker, From Alexander to Constantine: Passages and Documents Illustrating the History of Social and Political Ideas 336 B.C.--A. D. 337

Dittenburger, Sylygge Inscriptioen Graecarum, I-IV, HW 43D 636

N. Lewis/M. Reinhold, Roman Civilization: Sourcebook I: Republic;
Sourcebook II: Empire, HX 56 L587

Loeb Classical Library (Greek:English--BR 84.5 L882 [ ])

Anthology [AN 86] 5 vol.
Diodorus Siculus 3 vol. Historian 1st. B.C. [D6203]
Greek Literary Papyrii [G 819]
Select Papyrii 2 vol. [H 911]
Lyra Graeca [L995] 3 vol.
Pausanius [P 287] 5 vol. Description of Greece 2nd. A.D.
Plutarch Lives 11 vol. Historian/Philosopher 2nd. A.D.
Moralia 10 vol. [P746]
Polybius 6 vol. Historial 150 B.C. [P 768]
Strabo Geographer 1st. B.C.--1st. A.D. [St 81]
(Latin:English--BS 85 L822 [ ])

Apuleius Satirist [Ap 94]
Cicero 11 vol. Phil/Orator 1st. B.C. [C 485]
Petronius Satiricon 1st. A.D. [P 448]
Pliny (Elder) 3 vol. Natural Hist. 1st. A.D. [P 718N]
Pliny (Younger) 2 vol. Letters 1st-2nd. A.D. Nephew of Elder [P 7184]
Quintillian 4 vol. Educ./Culture 1st. A.D. [Q 45]
Seneca [Se 56] 3 vol. Letters 1st. A.D. Brother of Gallio
Tacitus 3 vol. Historian 1st-2nd. A.D. [T 118]

Of Special Interest:
Apuleius, The Golden Ass PA 6156 A7 1935
Aristides, Sacred Tales
Lucian, Peregrinus
Alexander the False Prophet
Syrian Goddess
Philostratus, Life of Apollonius of Tyana PA 3612 P4 L5 1969
Plutarch, Isis and Osiris
   On the E at Delphi
   On the Decline of the Oracles

Bibliography:

F. M. K. Foster, English Translations from the Greek: A Bibliographical Survey
A. D. Leeman, Bibliographica Latina Selecta
G. B. Parks/R. Z. Temple, The Greek and Latin Literatures

Dictionaries and Reference Works:

Dictionary of Greek and Roman Antiquities, Ref. DE 5. s6
Interpreters’ Dictionary of the Bible (4 vol./Supplement)
The Oxford Classical Dictionary (Ref) DE5 09 1970
H. H. Scullard, Shorter Atlas of the Classical World (Ref) DE29 S393

Surveys:

Cambridge Ancient History, Vols. VII-XII D57 C25 1928
D. Earl, The Age of Augustus, HX 74 Ea 73
M. Grant, The World of Rome, HX 72 G767
M. Hadas, Imperial Rome, HX 74 H117 (Pictures/Text)
M. Hengel, Judaism and Hellenism BM 176 H413 1974
H. Koester, History, Culture, and Religion of the Hellenistic Age
H. Mattingly, Roman Imperial Civilization DG 77 M38
F. Millar, The Roman Empire and its Neighbors, DG 272.M533
F. E. Peters, The Harvest of Hellenism DS 57 P46
W. Ramsay, The Historical Geography of Asia Minor, HT R 148
W. W. Tarn, Hellenistic Civilization DF77 T3 1930

Culture in General:

J. Carcupino, Daily Life in Ancient Rome, HX 56 C 177
DeCoulanges and Fustel, The Ancient City JC 51 F95 1901
E. R. Dodds, Pagan and Christian in an Age of Anxiety BL 53 D6
Garnsey and Saller, The Roman Empire: Economy, Society, and Culture
A Guide to Greek and Roman Life, HV B 777
M. Hadas, Hellenistic Culture, DF 77.H3
Lefkowitz and Fant, Woman's Life in Greece and Rome HQ 1127 W653 1982
R. MacMullen, Paganism in the Roman Empire BL 802 M32
W. Meeks, The First Urban Christians BR 166 M44 1983
Rostovtzeff, Social and Economic History of the Hellenistic World, 3 vol. HW 72 R 739
Social and Economic History of the Roman Empire, 2 vol. HX 74 R 739

Education

Stanley F. Bonner, Education in Ancient Rome
W. Jaeger, Early Christianity and Greek Paideia BR 128 G8 J3
Paideia: The Ideals of Greek Culture, 4 vol. HW 56J175

Administration

A. N. Sherwin-White, Roman Society and Roman Law in the New Testament BS 2390 S45
A. Wardman, Religion and Statecraft Among the Romans

Literature

Duff, A Literary History of Rome in the Golden Age
A Literary History of Rome in the Silver Age

Art and Architecture

R. B. Bandinelli, Rome: The Center of Power, N 5760.B 513
G. Becath, The Art of Ancient Greece and Rome, q YE 50 B 386
I. G. Landels, Engineering in the Ancient World
C. C. Vermeule, Roman Imperial Art in Greece and Asia Minor N5851 V4

Religion and Culture

U. Bianchi, The Greek Mysteries
S. G. F. Brandon, Man and God in Art and Ritual N72 R4 B72
F. Cumont, Oriental Religions in Roman Paganism BL 805 C8 1956
J. Ferguson, The Religions of the Roman Empire BL 802 F45 197ob
A. M. Festugiere, Personal Religion Among the Greeks, BL 785.F 4
J. Godwin, Mystery Religions in the Ancient World BL 610 G63 1981
F. C. Grant, Hellenistic Religions BL 96 G7
Ancient Roman Religion BL 801 G7
R. M. Grant, Miracle and Natural Law in Graeco-Roman and Early Roman Thought BT 97 G75
Guthrie, The Greeks and Their Gods
A. H. Armstrong, *An Introduction to Ancient Philosophy*

Celsus: *On the True Doctrine: A Discourse Against the Christians*, Trans. R.J. Hoffman BR 160.3 C4413 1987

J. L. Saunders, *Greek and Roman Philosophy after Aristotle* B504 S2

E. Zeller, *Outlines of the History of Greek Philosophy* B173 Z52 1890

### TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>Introduction</td>
<td>F 1-18, K 1-15</td>
</tr>
<tr>
<td></td>
<td>Rome and Greece prior to 338 B.C.</td>
<td>K 39-41, 281-292</td>
</tr>
<tr>
<td>1/3</td>
<td>Alexander and the Diadochi (338-301 B.C.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roman Conquest of Italy (338-275 B.C.)</td>
<td>F 19-22, K 16-30</td>
</tr>
<tr>
<td>1/4</td>
<td>The Hellenistic Kingdoms (301-198 B.C.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roman Conquest of Western Med (275-201 B.C.)</td>
<td></td>
</tr>
<tr>
<td>1/5</td>
<td>Decline of Hellenistic Kingdoms (198-50 B.C.)</td>
<td>F 22-23</td>
</tr>
<tr>
<td></td>
<td>Roman Conquest of Eastern Med (201-50 B.C.)</td>
<td></td>
</tr>
<tr>
<td>1/9</td>
<td>From Republic to Empire (50-30 B.C.)</td>
<td>K 292-307</td>
</tr>
<tr>
<td></td>
<td>Roman Empire (30 B.C. to 135 A.D.)</td>
<td>K 307-320, F 23-38</td>
</tr>
<tr>
<td>1/10</td>
<td>Roman Empire (135-324 A.D.)</td>
<td>K 320-322, F 38-39</td>
</tr>
<tr>
<td>1/11</td>
<td>Political Structures and Bureaucracy</td>
<td>K 31-38, 322-335; F 39-52, 60-63</td>
</tr>
<tr>
<td>1/12</td>
<td>Society</td>
<td>F 52-60, 63-74, 91-98, 131-136</td>
</tr>
<tr>
<td>1/16</td>
<td>Economy</td>
<td>F 74-88, K 322-335</td>
</tr>
<tr>
<td>1/17</td>
<td>Society</td>
<td>F 52-60, 63-74, 91-98, 131-136</td>
</tr>
</tbody>
</table>
1/18 Philosophy and Religions    K 141-204, 362-389; F 137-298; M All
1/19 Literature, Education, Art, Drama    K 93-140, 336-361; F 88-90, 98-131
1/23-26 Will provide you time to complete your class project. Projects are due by Friday, Jan 26, at 4:30 PM.
The Roman enlightenment, as we have seen, depended on factors from both inside and outside: Romanness with openness to Hellenism and Alexandrianism. After all, this was but another stage in the high way of human enlightenment: Hellenic legacy and Roman supremacy. A more thorough enlightenment reading of Roman literature, building on that understanding, could shed light on a number of recurrent issues of intellectual orientation.

For exploring the complexities of the Enlightenment and presenting a comprehensive vision of this movement, see Porter, Roy, *The Enlightenment: Studies in Europe*. Hellenism - the principles and ideals associated with classical Greek civilization. Principle - a rule or standard especially of good behavior; "a man of principle"; "he will not violate his principles". Based on WordNet 3.0, Farlex clipart collection. And after visiting the ruins of the cities and temples of the Hellenists, the Mycenaeans, the Romans, the Ottomans, I couldn't but be humbled to realize that all human civilizations, no matter their power and grandeur, perish. Lydia and the seed of the Kingdom. The ruins of the older fort can be seen on the left of the path up to the main fort, built in the 4th Century AD by Hellenists.