

Azusa Pacific University
Division of Religion and Philosophy
Department of Biblical Studies
Course Instruction Plan
Spring 2014

Course: UBBL-451 (01): Greco-Roman World (3 units) TR 9:45-11:10 PM Duke 619

Course Credit

Description: Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate:

3 hours/week classroom or direct faculty instruction

6 hours/week (approximate minimum) out of class student work, including (but not limited to) reading, research, and writing assignments.

Instructor: Matthew Ryan Hauge, Ph.D. Assistant Professor of Biblical Studies

Contact: My office is located on the second story of the Duke building in the School of Theology – Duke 234. My office hours are by appointment only. Please feel free to contact me via email (mhauge@apu.edu) or phone (626) 815-5434 to setup a guaranteed appointment time. In case of an emergency, you are welcome to use my personal line (626) 263-0272. Please consult our course website (<http://matthewryanhauge.com>) for a digital copy of the syllabus, the list of required textbooks, PDF files of our biblical texts, writing guides as well as other relevant resources for the critical study of biblical literature. I hope that you will consider me a lifelong resource as your life unfolds within and beyond the walls of Azusa Pacific University. In that vein, please join the ongoing conversation on Facebook ([Matthew Ryan Hauge](#)) and Twitter ([@MatthewHauge](#)).

University

Mission

Statement: Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Division

Mission

Statement: The Division of Religion and Philosophy of Azusa Pacific University exists to equip and encourage our students and faculty as they grow in comprehension and enactment of philosophical, theological, and biblical truth. The Division pursues this mission through coordinated programs of study appropriate to our various majors and to the general studies requirements of Azusa Pacific University, and through opportunities for Christian scholarship and ministry.

Department

Mission

Statement: The Department of Biblical Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in Biblical Studies, supporting the General Studies program with courses in Biblical Studies, and preparing undergraduate men and women for ministry and/or graduate programs. Emphasis is placed upon training them in leadership perspectives, intelligent interpretation of the Christian Scriptures, and integrating their understanding of the Bible with their responses to God, self, and neighbor as well as to just responses to human need.

Personal Mission

Statement: As a Christian biblical scholar, it is my privilege to serve the Church and the academy, to model intellectual rigor embodied within a confessional commitment to the Body of Christ. The Bible is the inspired, the only infallible, authoritative Word of God, testifying to the redemptive activity of God through the death and resurrection of Christ, a divine song summoning each one of us to the cross. My task is to bear witness to this divine song so that it may be heard more clearly, understood more soundly, and applied more justly within our contemporary social and cultural context.

Catalog Course

Description: The social, political, religious, philosophical, ideological, and literary environment of the Greco-Roman world is studied as the cultural context of Second Temple Judaism, early Christianity, and their literature.

General Education

Status: This course does *not* meet the general studies requirement for God’s Word and the Christian Response.

Prerequisites: UBBL-230: Luke/Acts
UBBL-3xx

Student Learning

- Outcomes:**
1. Describe the historical, social, political, religious, literary, and geographical world of the Hellenistic age and the Roman Empire;
 2. Describe the Greek and Roman synthesis of the religious environment of the Mediterranean world;
 3. Identify critical issues concerning the Greco-Roman world and articulate scholarly options for responding to those issues;
 4. Identify critical issues that have arisen in the study of the Greco-Roman world as the cultural context of early Christianity and articulate scholarly options for responding to those issues;
 5. Evaluate how the material from the Greco-Roman world can be integrated into their own faith journey.

Student Learning Outcomes	IDEA Objectives	Course Requirements
1. Describe the historical, social, political, religious, literary, and geographical world of the Hellenistic age and the Roman Empire.	Gaining factual knowledge	Exams Topical Writing Project
2. Describe the Greek and Roman synthesis of the religious environment of the Mediterranean world.	Gaining factual knowledge	Exams Topical Writing Project
3. Identify critical issues concerning the Greco-Roman world and articulate scholarly options for responding to those issues.	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view	Exams Topical Writing Project
4. Identify critical issues that have arisen in the study of the Greco-Roman world as the cultural context of early Christianity and articulate	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view	Exams Topical Writing Project

scholarly options for responding to those issues.		
5. Evaluate how the material from the Greco-Roman world can be integrated into their own faith journey.	Learning to analyze and critically evaluate ideas, arguments, and points of view; Acquiring an interest in learning more by asking my own questions and seeking answers	Exams Topical Writing Project

Required

Textbooks:

Allan, Tony. *Life, Myth, and Art in Ancient Rome*. Los Angeles: The J. Paul Getty Museum, 2005 (ISBN 978-0-892368-21-1).

The New Oxford Annotated Bible with the Apocrypha (NRSV). 3d ed. Michael D. Coogan, Marc Z. Brettler, Carol A. Newsom, and PHEME PERKINS, eds. New York: Oxford University Press, 2001 (ISBN 978-0-195288-82-7).

Riley, Gregory J. *The River of God: A New History of Christian Origins*. San Francisco: HarperOne, 2003 (ISBN 978-0-060669-80-5).

Stafford, Emma J. *Life, Myth, and Art in Ancient Greece*. Los Angeles: The J. Paul Getty Museum, 2004 (ISBN 978-0-892367-73-3).

Recommended

Textbooks:

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Downer's Grove: InterVarsity Press, 1993 (ISBN 978-0-830814-05-3).

The Oxford Companion to the Bible. Bruce M. Metzger and Michael D. Coogan, eds. New York: Oxford University Press, 1993 (ISBN 978-0-195046-45-8).

Course

Requirements:

I. Attendance. In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and each unexcused absence will deduct 1% from your total grade (up to 10%) for the semester. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

Reading: Almost every session will require readings from various sources. These readings must be read for the assigned date.

Participation: If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments via email and you will get credit for class participation.

II. Exams. This course requires two exams that are based on the class lectures and readings. Please note the final exam is a comprehensive essay, providing you the opportunity to carefully consider and give expression to your understanding of everything covered in the course. The exams fulfill Student Learning Outcomes 1-5.

Feb 13 Story, Life, and Soul in the Ancient World
April 28-May 2 Greco-Roman World

There will be **no make-up exams** except in the case of a documented illness/emergency on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

III. Topical Writing Project. This course requires one topical writing project (**Due: April 24**). **No late topical writing projects will be accepted** except in the case of a documented illness/emergency. The topical writing project fulfills Student Learning Outcomes 1-5.

This is a twenty-five page topical writing project on a subject chosen by the student in consultation with the professor. The student is expected to make use of at least fifteen sources, three of which must be journal articles, and two of which must be from a feminist and/or non-Western perspective. In addition to the written assignment, you will give an oral presentation of your topic that will be assessed by your peers. The details of the oral presentation will be discussed in class.

Please follow these guidelines for the topical writing project.

* Unless otherwise noted, all writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#).

* It must be stapled, typed, double-spaced, left-justified, and must not exceed the page limit.

* It should be written in the third person impersonal, unless otherwise noted.

* Use Times New Roman set at 12 dpi with black ink only.

* Include page numbers (bottom-center), beginning on the first page of writing.

* Include a title page with paper title, course name, instructor's name, student's name, and date.

* Plagiarism of any kind automatically disqualifies the assignment from receiving any credit.

* Use inclusive language and correct grammar and spelling.

* Fully document your paper to indicate the name of any source from which ideas or information have been derived.

* For documentation, please use the footnote system. For reference, please consult the [Citation Format Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.

* The only statements that do not require footnotes are those that are either common knowledge or the student's own personal observations.

* Please include a "Works Cited" bibliography; only include sources in your bibliography that you cite in your paper (this page should not have a page number).

Style Standard: All writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#). For documentation, please consult the [Citation Format Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.

Grading:	Attendance	100 points	10%
	Exam I: Story, Life, and Soul in the Ancient World	150 points	15%
	Exam II: The Greco-Roman World	300 points	30%
	Oral Presentation	150 points	15%
	Topical Writing Project	<u>300 points</u>	<u>30%</u>
	Total Grade	1000 points	100%

Grading Scale:

A	100-94	B	86-84	C	76-74	D	66-64
A-	93-90	B-	83-80	C-	73-70	D-	63-60
B+	89-87	C+	79-77	D+	69-67	F	59-0

Grading Criteria:

A	Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
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B	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
C	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
D	Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information.
F	Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories.

Information Literacy:

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

Academic Integrity Policy:

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Plagiarism Statement:

Students found guilty of plagiarism will be reported to the Provost, and a memorandum of the plagiarism event will be placed in the student’s permanent file in the Provost’s office.

Additionally, papers and/or assignments determined to be the result of plagiarism will receive *no credit (0%)*. In the case of a second infraction, the student will be given an *F grade* for the entire course and may be suspended and/or dismissed from the university.

Course Policies: Attendance. In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and each unexcused absence will deduct 1% from your total grade (up to 10%) for the semester. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

Reading: Almost every session will require readings from various sources. These readings must be read for the assigned date.

Participation: If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments via email and you will get credit for class participation.

Deadlines. All assignments are due in class on the date assigned per the class-schedule. No late assignments will be accepted.

Make-Up Work. There will be no make-up exams except in the case of a documented illness on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

Incomplete Grades. The grade "*Incomplete*" (*I*) is given only under special circumstances. An *I* grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an incomplete, the student must fill out the official Incomplete Form available from the Office of the Undergraduate Registrar. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period, will automatically become an *F*. An *IN* grade reflects an Incomplete with no filed paperwork at the time the grades were issued.

Students with Disabilities:

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Writing Center Statement:

Students are encouraged to make use of the resources available at the Writing Center, offices located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects.

University & Department Policies:

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Class Visitors Policy:

Having uninvited guests in class may interfere with the classroom community-building process, impose someone on the class who lacks the shared history and background preparation often necessary to deal with sensitive issues, make some students reluctant to engage meaningfully and thus interfere with the learning process, and disrupt classroom activity. All prospective guest(s)

must have a visitation date approved in advance by the registrar's office, who will then contact the instructor for final approval.

Selected Bibliography

- The Ancient Mysteries: A Sourcebook*. Meyer, Marvin, ed. San Francisco: Harper & Rowe, 1987.
- Archaeology and Biblical Interpretation*. John R. Bartlett, ed. London: Routledge, 1997.
- As the Romans Did: A Source Book in Roman Social History*. Shelton, Jo-Ann, ed. New York: Oxford University Press, 1988.
- Beard, Mary, John North and Simon Price. *Religions of Rome*. Cambridge: Cambridge University Press, 1998.
- Bernstein, Alan E. *The Formation of Hell: Death and Retribution in the Ancient and Early Christian Worlds*. Ithaca & London: Cornell University Press, 1993.
- Burkert, Walter. *Greek Religion*. Cambridge: Harvard University Press, 1985.
- Conzelmann, Hans. *History of Primitive Christianity*. Translated by John E. Steely. Nashville: Abingdon Press, 1973.
- Crossan, John Dominic and Jonathan L. Reed. *Excavating Jesus*. San Francisco: HarperSanFrancisco, 2001.
- Documents for the Study of the Gospels*. Cartlidge, David R., and David L. Dungan, eds. Philadelphia: Fortress Press, 1994.
- Dodds, E. R. *The Greeks and the Irrational*. Berkeley: University of California Press, 2004.
- Finegan, Jack. *Myth & Mystery: An Introduction to the Pagan Religions of the Biblical World*. Grand Rapids: Baker Books, 1997.
- Freund, W. H. C. *Martyrdom and Persecution in the Early Church*. Oxford: Blackwell, 1965.
- Green, Peter. *Alexander of Macedon*. Berkeley: University of California Press, 1991.
- Klauck, Hans-Josef. *The Religious Context of Early Christianity*. Minneapolis: Fortress Press, 2003.
- Koester, Helmut. *History, Culture, and Religion of the Hellenistic Age*. New York: Walter De Gruyter, 1995.
- Lane Fox, Robin. *Pagans and Christians*. New York: Alfred A. Knopf, 1987.
- MacMullen, Ramsey. *Paganism in the Roman Empire*. New Haven, Connecticut: Yale University, 1981.
- Malina, Bruce J. *The New Testament World: Insights from Cultural Anthropology*. Louisville: John Knox Press, 1993.
- The New Testament Today*. Mark A Powell, ed. Louisville: Westminster John Knox Press, 1999.
- The Oxford Classical Dictionary*. Hornblower, Simon, and Antony Spawforth, eds. Oxford: Oxford University Press, 2003.
- The Oxford Companion to Classical Literature*. Howatson, M. C., ed. Oxford: Oxford University Press, 1989.
- Paganism and Christianity: 100-425 C.E.: A Sourcebook*. Lane, Eugene, and Ramsay MacMullen, eds. Philadelphia: Fortress Press, 1992.
- Roetzel, Calvin J. *The World That Shaped the New Testament*. Atlanta: John Knox Press, 1985.
- Turcan, Robert. *The Cults of the Roman Empire*. Oxford: Blackwell, 1996.
- Warrior, Valerie M. *Roman Religion*. Cambridge Introduction to Roman Civilization. New York: Cambridge University Press, 2006.
- Wilken, Robert L. *The Christians as the Romans Saw Them*. New Haven: Yale University Press, 1984.

Greco-Roman World
Course Calendar
Spring 2014

(course schedule, topics, evaluation and assignments may be changed at the instructor's discretion)

- Jan 14 *Introduction to the Course*
Reading: Read the entire syllabus.
- Jan 16 *Methodological Considerations*
Reading: Read the "Apollonius of Tyana" Handout.
- Jan 21 *The Story of the Greeks*
Reading: Stafford, 6-47.
- Jan 23 *The Life of the Greeks*
Reading: Stafford, 48-113.
- Jan 28 *The Soul of the Greeks*
Reading: Stafford, 114-135.
- Jan 30 *The Story of the Romans*
Reading: Allan, 6-53.
- Feb 4 *The Life of the Romans*
Reading: Allan, 54-107.
- Feb 6 *The Soul of the Romans*
Reading: Allan, 108-135.
- Feb 11 *Story, Life, and Soul in the Ancient World*
Reading: Review class lectures and readings.
- Feb 13 **Exam: Story, Life, and Soul in the Ancient World**
- Feb 18 *The River of God*
Reading: Riley, 1-21.
Assignment: Please come to class prepared to lead our discussion of the reading.
- Feb 20 *Greek Science and the Monad*
Reading: Riley, 22-49.
Assignment: Please come to class prepared to lead our discussion of the reading.
- Feb 25 *Gnostic Emanationism*
Reading: Riley, 50-89.
Assignment: Please come to class prepared to lead our discussion of the reading.
- Feb 27 *Zoroastrian Dualism*
Reading: Riley, 90-132.
Assignment: Please come to class prepared to lead our discussion of the reading.
- Mar 4 *Common Day of Learning*
No class today.

- Mar 6 *Platonic Dualism*
Reading: Riley, 133-169.
Assignment: Please come to class prepared to lead our discussion of the reading.
- Mar 11 *Mid-Semester Break*
 No class today.
- Mar 13 *Mid-Semester Break*
 No class today.
- Mar 18 *The Divine Savior*
Reading: Riley, 170-218.
Assignment: Please come to class prepared to lead our discussion of the reading.
- Mar 20 *Sacred Stories*
Reading: Riley, 219-237.
Assignment: Please come to class prepared to lead our discussion of the reading.
- Mar 25 *Topical Oral Presentations I*
Assignment: Please come to class prepared to discuss and assess the topical oral presentations.
- Mar 27 *Topical Oral Presentations II*
Assignment: Please come to class prepared to discuss and assess the topical oral presentations.
- April 1 *Topical Oral Presentations III*
Assignment: Please come to class prepared to discuss and assess the topical oral presentations.
- April 3 *Topical Oral Presentations IV*
Assignment: Please come to class prepared to discuss and assess the topical oral presentations.
- April 8 *Topical Oral Presentations V*
Assignment: Please come to class prepared to discuss and assess the topical oral presentations.
- April 10 *Topical Oral Presentations VI*
Assignment: Please come to class prepared to discuss and assess the topical oral presentations.
- April 15 *Topical Oral Presentations VII*
Assignment: Please come to class prepared to discuss and assess the topical oral presentations.
- April 17 *Topical Oral Presentations VIII*
Assignment: Please come to class prepared to discuss and assess the topical oral presentations.
- April 22 *Christian Identity in the Twenty-First Century*
 Reflections upon the biblical materials covered in this course.
- April 24 *Greco-Roman World*
Assignment: Review class lectures and readings.
Topic Writing Project Due
- April 28-May 2 **Exam: Greco-Roman World**

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Student Information Sheet
UBBL-451 (01): Greco-Roman World
Spring 2014

1. Name _____

2. APU Box No. _____

Phone No. () _____

Email: _____

3. Home Address (Residence/Campus):

Zip Code	City	State
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4. Major: _____

Why did you choose this major? _____

5. Previous biblical literature courses completed (and name of instructor if taken at APU):

UBBL-100: _____

UBBL-230: _____

UBBL-xxx: _____

6. Present Standing: _____ Sr. _____ Jr. _____ Soph. _____ Fr.

7. Life Plans: _____

8. Comments: _____

9. Signature: _____

I agree to abide by the terms and conditions of this syllabus (sign, print name, and give date).