Jews, Greeks, and Romans: Contacts and Conflicts in Civilization
History 251   Kenneth Sacks
TAs: Kim Georgedes, Jeff Lerner, Fred Sher

Largely from a Jewish context, the course explores religious, social, and philosophical values shaped by the collision between Jews, Greeks, and Romans, 300 B.C. - A.D. 400. The interaction brought about the end of antiquity, the rise of Christianity, and the establishment of a common culture that has largely defined the Western World: Judeo-Christian moral attitudes and Greco-Roman civilization. There is no prerequisite or assumed knowledge of the period, but students should be prepared to examine religion from a secular, intellectual point of view.

Lectures: one 2 and 1/2 hr. lecture per week.

Discussion sections: one per week, led by a T.A.

Readings: lectures will be based largely on the weekly readings. Discussion sections will emphasize understanding the ancient sources in the Bible and the "Reader" and interpreting that evidence historically. Read the ancient sources especially carefully.

Written Assignments and Examinations: 6 week, 12 week, and final exam. 4-unit and honors students will also write papers or undertake other projects.

Exams: Will be essay style. They will require an understanding of the fundamental questions, supported by evidence found in the readings and lectures. Make-up exams are given only for well-documented emergencies, and not for travel plans (the twelve-weeks exam occurs right after Thanksgiving). There will be no alternative test for students having 3 finals within 24 hours.

Papers: 4-unit non-honors students are required to write one 7-10 page paper. Some suggested topics are at the back of the syllabus. Students are also encouraged to choose their own topic or a different type of project. But, all topics of your own choosing must be approved first by your T.A. by November 6. Papers are due by December 4.

Grading: 3 units: approximately 25% for the 6 and 12 week exams, 40% for the final, and 10% for participation in the section meetings. 4 units: approximately 20% for the 6 and 12 week exams and for the paper, 30% for the final, and 10% for participation in the section meetings. For all students, strong consideration will be given for improvement.

If you register for 4 credits, you MUST do the required written work. If you decide that you don't want to complete the written work, you MUST formally drop the credit, with the Registrar, by the 9th week of class. Otherwise you shall be held responsible for it.
Books to be purchased:
Bible: New Revised Standard Version with Apocrypha (Oxford 1989), ed. by Bruce Metzger
M. Rostovtzeff, Rome (Oxford)
READER: available at Kinko's, 620 University Ave.

Office: 4117 Humanities Building
Phone: 263-2528
Office Hours: Tuesdays 2:00-3:00 and by appointment

How to find the readings:
Example: Bible:
Then read chapter 13, verse 16; then read chapters 26, 43, and 50.
Example: READER: pp. 1-19
Tcherikover, Hellenistic Civilization and the Jews, 1-36

*** There are excellent maps at the end of Metzger Bible ***

I. GREEK AND JEWISH BACKGROUND

Sept. 4: General Introduction
1. Greek History to 175 B.C.
   READER: pp. 1-19
   Tcherikover, Hellenistic Civilization and the Jews, 1-36
2. Jewish History to 175 B.C.
   READER: pp. 20-30
   Bickerman in Finkelstein, The Jews I, 72-93

Sept. 11: Conflicting Cultural Values
3. Greek Cultural Values
   READER: pp. 31-54
   Homer's Iliad: Bailkey, 113-129
   Robinson, Sources for Greek Athletics, 76-77
   Thucydides, Pericles' Funeral Oration
   Xenophanes & Empedocles: Tierney, 54-55
   Plato's Apology of Socrates: Bailkey, 21-23
   Stoic Fragments in Long & Sedley, 429-430
   Ruler Cult in Burstein, 63-66
   Review Tcherikover, 1-36 (READER 1-19) from lecture # 1

4. Jewish Cultural Values
   Bible:
   Genesis 1:24-31
   Exodus 19-24
   2 Samuel 7:4-17.
   Isaiah 40, 44, 49
   READER: pp. 55-61
   Josephus, Antiquities, 1-13
   Review Bickerman in Finkelstein, 72-93 (READER 20-30) from lecture # 2
II. RISE OF THE HELLENIZED-JEWISH STATE

Sept. 18: Liberation and Imperialism
5. The Maccabean Revolt
   Bible:
   1 Maccabees 1-9:22
   2 Maccabees (all)
   Daniel 8:23-26; 9:24-27; 11:21-45
   READER: 62-72
   Bickerman, From Ezra to the Last of the Maccabees, 93-111

6. The Hasmonean State
   Bible:
   1 Maccabees 9:23-end
   READER: pp. 73-108
   Josephus, pp. 79-128
   Addition to Song of Songs 8:7-12.
   Tcherikover, 235-253

Sept. 25: Jewish Cultural Response to Hellenism
7. The Cult of Wisdom
   Bible:
   Ecclesiastes (Koheleth): all
   Ecclesiasticus (Wisdom of Jesus Son of Sirach [Ben Sirah]): 1, 7, 9, 15-17, 19-25, 30, 37-39, 43, 51
   Proverbs 1, 2, 5, 8-9
   John 1:1-14
   1 Corinthians 1:18-25
   READER: pp. 109-124
   Dead Sea Scrolls no. 19, in Vermes
   Praises of Isis: Burststein, 146-148
   Hellenistic Jewish prayer: Charlesworth II 678-680
   Bickerman in Finkelstein, The Jews I, 93-112

8. Martydom, Apocalypse, and Resurrection
   Bible:
   Daniel 1-12, esp. 2, 7-12
   2 Maccabees 6-7, 12:38-48
   READER: pp. 125-135
   I Enoch 83-90, esp. ch. 90 (Charlesworth I, 5-10, 61-72)
   Psalm of Solomon 17 (Charlesworth II 639, 666-669)

Oct. 2: Splinter Groups and a Unifying Force
9. Jewish Sectarianism: Pharisees, Sadducees, and Essenes
   READER: pp. 136-165
   Review READER 73-98 (Josephus 79-128) from lecture 6
   Tcherikover, 253-265
   Josephus BJ ii 8.2-13 (119-61)
   G. Nickelsburg, Jewish Literature Between the Bible and the Mishnah, 122-123

10. Rome: Republic and Empire
    Rostovtzeff, Rome, 24-49, 117-182

Oct. 9: Jews and Greeks in the Roman World
11. Judea in the Age of Herod
    READER: pp. 166-219

12. Graecia Capta: Fashioning Classical Civilization
Oct. 16: EXAM: on everything through last week

Oct. 23: Pagan Universalism

13. Stoicism

Rostovtzeff, 183-184
Bible:
	Review 2 Maccabees 6:18-31; compare to 4 Maccabees (READER)
	John 1:1-14
READER: pp. 234-249
	Long and Sedley, Selections on Stoicism
Cicero: Tierney, 120-122
Seneca, Letter 90
Epictetus: Tierney, 131-132
Marcus Aurelius: Bailkey, 402-405
Aelius Aristides: Lewis & Reinhold, II, 135-138
4 Maccabees: Charlesworth II, 544-545, 549-553

14. Mystery Religions and Cults

Rostovtzeff, 184-186, 292-302
READER: pp. 250-264
Isis and Syncretistic Rule Cult: Burstein, 63-66, 146-148
Diffusion of Religions: Lewis and Reinhold II 573-575
Syncretism: Lewis and Reinhold II 578-581
Apuleius: Bailkey, 406-409
Imperial Cult: Lewis and Reinhold II 560-566,

IV. FUSION AND CONFLICT OUTSIDE JUDEA

Oct. 30

15. Jewish Life in the Mediterranean
Bible:
	Matthew 22:15
READER: pp. 265-298
Tcherikover, 328-357
Josephus, Against Apion ii 282; Jewish Wars 7.45;
Antiquities 12.148-153; 14.110-12; 20.17-96
Juvenal 3.10-18; 6.153-160
Stern fragments of Horace (FF 127 & 129), Martial (F 245);
Seneca (F 186); Epictetus (FF 252-254)

16. The Promise of Alexandria: Jews Among Greeks and Egyptians
READER: pp. 78, 83, and 299-340
Tcherikover, 296-328
Theocritus: Bailkey, 273-276
Paprail selections: CPJ I sections III-VI
Letter of Aristeas: Bartlett I.1, 11-34
Josephus Ant. 13.10.4 = pp. 88-89 (assigned for lecture 6)
Nov. 6: Alexandria: In the World of Philo
17. Jewish Universalism
READER: pp. 340-366
Aristobulus: Charlesworth II 831-842
Philo, On the Creation 1-37, 129-end
Wisdom of Solomon: Bailkey, 105-107

18. Resistance and Nationalism
READER: pp. 367-411
Josephus, Antiquities 19.279-294
Papyri selections: CPJ II nos. 150-153, 156-159
Potter's Oracle: Burstein
introduction to Sibylline Oracles: Bartlett I.1, 35-41
3rd and 5th Sibylline Oracles: Charlesworth I 365-6, 394-5
Philo, Ad Flaccum pp. 295-301, ccs. 125-191

Nov. 13: Racism and Anti-Semitism
READER: pp. 296-298 and 412-454
Tcherikower, 357-377
Demetrius and Artapanus: Charlesworth II, 843-854, 889-903
Stern: Theophrastus (F 4); Hecataeus (F 11); Clearchus (F 15); Manetho (F 21); Apollonius Molon (F 48);
Tacitus (281)
Review Martial, Seneca, and Epictetus from lecture 12.
Cicero, Pro Flacco (a different Flaccus than Philo's!)
Juvenal 3.58-125; 6.541-7; 14.96-106
Pliny Letters 8.24

V. NEW APPROACHES TO CONTACTS AND CONFLICTS

Nov. 20: Jewish Revolt, Christian Origins
20. Iudaea Capta: First Jewish Revolt, 66-74
Rostovtzeff, 193-204
READER: pp. 455-492
Josephus: Antiquities pp. 504-527 (20.5-11)
Jewish War 2.487-498
Schuerer, History of the Jewish People, I, 455-470, 484-513

21. Judaism and Early Christianity
Bible:
Matthew 5
Acts of the Apostles 5, 10-18
Galatians 2-3
READER: pp. 493-507
Justin Martyr, Dialogue with Trypho, esp. chap 47

Nov. 27: 12 WEEKS EXAM:
Covers from last exam up to and including lecture # 20.
Does NOT include last week's lecture # 21

Dec. 4: Jewish Catastrophe, Christian Success
22. Bar Kachba, Hadrian, and the end of Jewish Judea
Rostovtzeff, 205-214
READER: pp. 508-533
E. Schuerer, History of the Jewish People I, 520-557
Lewis and Reinhold II 412 (bottom) - 414
Papyri selections: CPJ II 438, 439, 445, 450
Tacitus, Histories v 1 & 13
23. The Christian Winning of the Roman Empire  
Rostovtzeff, 279-290  
READER: pp. 534-547  
Christianity and Eageco-Roman Thought: Bailkey, 430-456

Dec. 11: The End of the Beginning  
24. Roma aeterna: The Ancient World turns Middle Aged  
Rostovtzeff, 309-324  
READER: pp. 548-574  
Augustine: Gochberg I, 628-642  
Ausonius & Paulinus: Bailkey, 451-54  
Midrash Rabbah on Gen. 9:15 and Deut. 2:24  
Babylonian Talmud Baba Kamma 82b-83c  
Babylonian Talmud Shabbath 33b & 116a  
Babylonian Talmud Megillah 9a-b  
Babylonian Talmud Sanhedrin 56a-60a

FINAL EXAM: Tuesday, Dec. 18th, 7:25 p.m.

FOR FOUR-CREDIT STUDENTS

4-unit students are required to write a 7-10 page paper. Below are some topics. Students are also encouraged to choose their own topic or a different type of project, with the consent of their T.A. Original projects might include putting on a play (see below), doing art work, composing a board game with an appropriate theme -- the possibilities are endless. Have fun: be creative! But, if you decide to do a topic other than those listed below, you must first get approval from your T.A. by November 6. All papers and projects are due by December 4th. Papers written by freshmen and sophomores may be submitted early and rewritten with the consent of their T.A.

SOME SUGGESTED PAPER TOPICS FOR FOUR-CREDIT STUDENTS

All reading materials listed below are on reserve at H.C. White Library. The questions which accompany each topic are suggestions. Feel free to reshape the questions, to ignore some, to add others of your own.

1. Read Homer's Iliad, Books 1, 6, 9, and 24, and Genesis 12-50 and 2 Maccabees from the Bible; draw also on the other syllabus readings and your lecture notes from the course. How does Homer depict his characters? How does Genesis portray the Jewish ancestors, men and women; how does that depiction compare with that in 2 Maccabees? How can you account for those differences? In what ways do Genesis and 2 Maccabees differ in their portraits and in what ways are they similar or different to the portraits of personalities in Homer? How do these differences and similarities help us understand the relationship between Hellenism and Judaism?

According to Hengel, how much Hellenism was there in Palestinian Judaism at the time of the Maccabean revolt, and how significant is that question to deciding who was responsible for Antiochus IV's persecutions? Using also your readings from the lecture, "The Maccabean Revolt" and Tcherikover, 404 ff., decide to what extent Hengel's theses are correct.


4. Read Sarah Pomeroy's, Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity and Leonard Swindler's Women in Judaism: The Status of Women in Formative Judaism, and refer to Mary Lefkowitz and Maureen Faunt's Women's Life in Greece and Rome: A Source Book in Translation. Select certain aspects of the condition of women in Jewish, Greek, and Roman society (for example, economic status, employment, marriage, inheritance rights, political rights, burial, parenting, domestic duties, sexuality, etc.). Compare and contrast the women of these three societies in respect to the aspects you've chosen. What accounts for the differences and similarities? Use examples from and analyze the ancient evidence. For those interested in writing on women, topic # 1 can be shaped to address that issue.


6. Read Louis Finkelstein's Akiba: Scholar, Saint, and Martyr and Royston Lambert's Beloved and God: the Story of Hadrian and Antinous. Compare and contrast the cultural environment and the
values of Rabbi Akiba and the Roman emperor Hadrian. Was there room enough in that world for both of them? What solutions would you propose to the conflicts that arose?


9. Consult the following books: A.H.M. Jones, *Constantine and the Conversion of Europe*, 17-105, esp. 85-105; Ramsay MacMullen, *Constantine*, 57-78; and Peter Brown, *The World of Late Antiquity*, 82-94. How do these different authors describe the personality of Constantine and how do they explain Constantine's decision to recognize Christianity? Which of these views seems most correct?

10. Exekiel's *Exodus (Exagoge)* is an Alexandrian Jewish play of Moses and the Exodus from Egypt, using Greek tragic structure and devices. It is not completely preserved, but does survive to a great extent. Fill-in the rest of the script and stage the play at an arranged time for the class. About 7 students are needed for a theatre company. The text is in James Charlesworth, *The Old Testament Pseudepigrapha*, vol. 2, pp. 803-819; see also Howard Jacobson's *The Exagoge of Exekiel*. 