



# AHIS353

## Pagans, Jews and Christians: Athens and Jerusalem

Session 3 External 2012

*Ancient History*

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## General Information

Unit convenor and teaching staff

Other Staff

Helena-Marie Bolle

[helena.bolle@mq.edu.au](mailto:helena.bolle@mq.edu.au)

Contact via [helena.bolle@mq.edu.au](mailto:helena.bolle@mq.edu.au)

Unit Convenor

Peter Keegan

[peter.keegan@mq.edu.au](mailto:peter.keegan@mq.edu.au)

Contact via [peter.keegan@mq.edu.au](mailto:peter.keegan@mq.edu.au)

W6A 512

By appointment

Credit points

3

Prerequisites

30cp or (6cp in AHIS or AHST units at 200 level)

Corequisites

Co-badged status

co-badged with AHIS253

Unit description

This unit focuses on the theme suggested in the subtitle, taken from Tertullian's question 'What has Athens to do with Jerusalem?' What has the philosophical Academy of Athens, representing the millennia-old classical tradition, to do with the new philosophy founded on the teachings of Christ, developed by Paul, and embodied in the Holy City, sacred to Jews and Christians? This unit looks in particular at the relationship of the three races—Greeks, Jews, and Christians—from the perspective of the inheritors of the classical tradition, who ruled the Mediterranean from the eternal city: Rome. The unit examines the ways the Roman state reacted to Jews and Christians from the 2nd-4th centuries; from the time when Christianity first came to Rome's attention, through attempts by Rome to remove it (violently or otherwise) from the world, to the triumph of Christianity in the 4th century. It looks at: developments in Roman beliefs and cults in the period; problematises the different response of Rome to Jews and Christians; and examines the relationship between the two monotheistic traditions.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

The use of bibliographical resources for the study of the ancient world

The use and analysis of documentary, in particular papyrological, material; familiarity with treating different types of documents, in order to identify their technical or genre-based aspects, and to extract data from them

The identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources

Familiarity with treating different types of discourses, and to analyse their aims and functions

## Assessment Tasks

Name	Weighting	Due
<a href="#">Online forum participation</a>	20%	5pm EST, Friday, weekly
<a href="#">Tutorial Paper</a>	10%	5pm EST, Friday, Week 2
<a href="#">Essay</a>	30%	5pm EST, Friday, Week 5
<a href="#">Examination</a>	40%	5pm EST, Friday, Week 7

### Online forum participation

Due: **5pm EST, Friday, weekly**

Weighting: **20%**

Twenty percent (20%) of the mark will be based on the student's participation in Tutorial/online discussion forum on the Unit Blackboard site. The mark will be based on the student's preparation as shown in their contributions, and their level of participation.

On successful completion you will be able to:

- The use and analysis of documentary, in particular papyrological, material; familiarity with treating different types of documents, in order to identify their technical or genre-based aspects, and to extract data from them
- The identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources
- Familiarity with treating different types of discourses, and to analyse their aims and

functions

## Tutorial Paper

Due: **5pm EST, Friday, Week 2**

Weighting: **10%**

Each student must submit one (1) 800 word tutorial paper by 21 December.

Tutorial papers must be submitted via Turnitin, which is accessible from the ilearn website <https://ilearn.mq.edu.au>. Tutorial papers will be returned with comments. Papers must be on the question for either Study Unit 1 or Study Unit 2.

In terms of its referencing, presentation, and grading, the Tutorial papers must conform to the requirements set out for the Major Essay.

On successful completion you will be able to:

- The use of bibliographical resources for the study of the ancient world
- The use and analysis of documentary, in particular papyrological, material; familiarity with treating different types of documents, in order to identify their technical or genre-based aspects, and to extract data from them
- The identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources
- Familiarity with treating different types of discourses, and to analyse their aims and functions

## Essay

Due: **5pm EST, Friday, Week 5**

Weighting: **30%**

Students enrolled in AHIS 353 should submit a 2,000 word essay by 18 January. These are maximum word limits, and essays which exceed them will not be viewed favourably (and may attract penalties depending on the severity of the infraction).

Essays must be submitted via Turnitin, which will be accessible from the ilearn website, <https://ilearn.mq.edu.au>.

Extensions will be granted only in documented cases of misadventure or illness. Essays submitted late without prior applications for extension will attract penalties.

Students may choose any of the essay topics listed below, and the essay must involve an argument or discussion. It is important to base your essay on primary (ancient) sources, and to compile your own list of up-to-date secondary reading, and to engage critically with the ancient and modern texts.

Essays must be accompanied by a bibliography of the primary sources and modern works used. They must be referenced according to one of the accepted conventions, that is, footnotes, endnotes, or 'in-text' referencing. In general, footnotes are the preferred and usual

method for such work. The presentation of the essay should follow accepted scholarly practice. A general guide to 'Essay Presentation & Conventions: Style Guide' is available from the Ancient History Website at: <http://www.anchist.mq.edu.au/> (click on 'Teaching materials', to the left, then 'Essay Presentation'), and this should be followed.

### **Essay Questions**

1. How did the response of the Roman State to Christians develop from the second to third century?
2. Were Jewish Revolts from Roman rule politically or religiously motivated?
3. Why were Jews not persecuted as Christians were in the Roman Empire?
4. How do papyri illustrate the spread of Christianity in Egypt down to the time of Constantine? How does this compare with the account given in literary sources?
5. On what grounds did second and third century Graeco-Roman intellectuals attack Christianity? How did Christians respond?
6. What were the background to and causes of the State-Sponsored actions against Christians in the third and fourth centuries? How did they affect the Christian community?

On successful completion you will be able to:

- The use of bibliographical resources for the study of the ancient world
- The use and analysis of documentary, in particular papyrological, material; familiarity with treating different types of documents, in order to identify their technical or genre-based aspects, and to extract data from them
- The identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources
- Familiarity with treating different types of discourses, and to analyse their aims and functions

## **Examination**

Due: **5pm EST, Friday, Week 7**

Weighting: **40%**

There will be a take home examination posted on 28 January at 10.00am on the website. It must be submitted by 1 February.

Exams must be submitted via Turnitin, which will be accessible from the ilearn website, <https://ilearn.mq.edu.au>.

There will be one (1) compulsory question given here:

**Why (in your opinion, backed by ancient sources) did the Roman state come into conflict with both Jews and Christians? How far did the Romans distinguish the two?**

and two (2) others chosen from four (4) options.

On successful completion you will be able to:

- The use and analysis of documentary, in particular papyrological, material; familiarity with treating different types of documents, in order to identify their technical or genre-based aspects, and to extract data from them
- The identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources
- Familiarity with treating different types of discourses, and to analyse their aims and functions

## Delivery and Resources

### Unit webpage and technology used and required

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

### Required and recommended texts

The set text for this course is Robin Lane Fox, *Pagans and Christians* (London: Penguin, 2006 [new edition]) available through the Macquarie University Co-Op Bookstore. Lane Fox provides a readable and informative narrative of the historical themes on which this unit focuses. Weekly readings from ancient texts are contained in a Book of Readings, which will be available via the iLearn unit.

The Bookshop also has some copies available of J. Lieu, J. North, and T. Rajak, *The Jews among Pagans and Christians in the Roman Empire* (London, 1992); this is recommended but not compulsory, but students will find the essays contained in it very useful.

As frequent recourse will be made to papyri and inscriptions contained in the series *New Documents illustrating Early Christianity*, students should consider purchasing these volumes, which contain texts, translations, commentary and bibliography on hundreds of texts which bear on the themes of the unit. Any or all of volumes 4-7 may be purchased at extremely discounted rates from the department; please ring 9850 7512 Tues, Wed or Thurs mornings.

Frequent recourse will be made to the *Ecclesiastical History* of Eusebius of Caesarea, the first ever work of 'Christian History', written at the close of the period this course deals with. A readily available version of this work is published in Penguin Classics: *Eusebius, The History of the Church from Christ to Constantine*, trans. G.A. Williamson (London & New York, 1989). Students who are able to purchase this will find it useful, but a good translation is also available on-line, at: <http://www.ccel.org/ccel/schaff/npnf201.html> (cf. below, Internet Resources).

### Internet Resources

The WWW contains many valuable resources for this unit, in addition to texts made available

through E-Reserve, and the many journals and other secondary discussions accessible via the library's web-site and elsewhere. The list here only some, and would be happy to have others which students have found useful brought to our attention. A consolidated set of links to these and other Internet resources can be found on the iLearn site.

The full translated text of the majority of the primary (ancient) sources used in the course can be found online. This applies especially to literary texts, such as Jewish writers, Christian apologists, Ecclesiastical historians, and other patristic writers (Church Fathers), as well as Graeco-Roman authors (including in some cases Anti-Christian polemicists). There are also many online resources for the use and study of documentary sources, especially papyri. In some cases the online translation may not be the most up-to-date, or that reproduced in the Book of Readings, but it will be serviceable for the needs of this course. This means that there is very little excuse for not being able to read or cite most such texts.

#### *Translations of Early Christian writers*

<http://www.ccel.org/fathers.html>

#### *Works of Josephus*

<http://members.aol.com/fljosephus/home.htm>

#### *Classical Greek and Latin Texts*

<http://penelope.uchicago.edu/Thayer/E/Roman/home.html>

Material downloaded or cited from the Web (other than the Website of this unit) should always be listed in your bibliography with reference to its full title, Web address and the date on which you accessed the web-site.

NB: Be very careful when using material from the web. Only use material from reputable websites set up by universities, museums/galleries, reputable scholars or associations, etc. In particular, it should be clearly understood that the use of general and non-specialist online encyclopaedias will not be any better received than use of printed versions (e.g. Encyclopaedia Britannica), and neither is acceptable. The use of material from unscholarly and uncritical websites may result in the deduction of marks.

## **Unit Schedule**

There will be 12 Lectures in the unit, treating of the themes set out below; these lectures were recorded semester 2, 2007 mainly by Dr Malcolm Choat.

1: a) Introduction: Jewish and Greek culture in the early Roman World

1: b) Rome and the Jews in the first and second century

Tutorial topic: Roman opinions on Judaism

2: a) Jewish and Greek culture and the spread of Christianity in the first two centuries

2: b) The Roman World to the third century and the imperial cult

Tutorial topic: Classical views on the afterlife.

3: a) The Jews and Rome in the first and second century

3: b) Christianity and the Roman state in the third century: I

Tutorial topic: Decius, the Christians, and the libelli

4: a) Christianity and the Roman state in the third century: II

4: b) The Great Persecution

Tutorial topic: The Martyrdom of Phileas

5: a) Pagans, Christians and Jews in the papyri (2nd – 3rd century)

5: b) Pagans, Christians and Jews in the papyri (3rd – 4th century)

Tutorial topic: The signs of Christianity in the papyri with a contested case: P.Harris 1.107

6: a) Philosophical debates

6: b) 'A World Full of Gods': Questions on the pagan (?) origins of 'heresy'

Tutorial topic: Porphyry: Neoplatonism and Christianity

7: Take-home examination

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Special Consideration Policy [http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>.

### UniWISE provides:

- Online learning resources and academic skills workshops [http://www.mq.edu.au/learning\\_skills/](http://www.mq.edu.au/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.



## Student Services and Support

Students with a disability are encouraged to contact the [Disability Support Unit](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

## IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- The use of bibliographical resources for the study of the ancient world
- The use and analysis of documentary, in particular papyrological, material; familiarity with treating different types of documents, in order to identify their technical or genre-based aspects, and to extract data from them
- The identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources
- Familiarity with treating different types of discourses, and to analyse their aims and functions

### Assessment tasks

- Online forum participation
- Tutorial Paper
- Essay
- Examination

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- The use of bibliographical resources for the study of the ancient world
- The use and analysis of documentary, in particular papyrological, material; familiarity with treating different types of documents, in order to identify their technical or genre-based aspects, and to extract data from them
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- Familiarity with treating different types of discourses, and to analyse their aims and functions

### Assessment tasks

- Online forum participation
- Tutorial Paper
- Essay
- Examination

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- The identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources
- Familiarity with treating different types of discourses, and to analyse their aims and functions

## Assessment tasks

- Online forum participation
- Tutorial Paper
- Essay
- Examination

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcome

- The identification of sources of information (such as research tools, databases, and online resources), and problem-solving skills in dealing with these resources

## Assessment tasks

- Tutorial Paper
- Essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcome

- Familiarity with treating different types of discourses, and to analyse their aims and functions

## Assessment tasks

- Online forum participation
- Tutorial Paper
- Essay
- Examination

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcome

- Familiarity with treating different types of discourses, and to analyse their aims and functions

### Assessment tasks

- Online forum participation
- Essay
- Examination

## Changes since First Published

Date	Description
03/08/2012	The Description was updated.
03/08/2012	The Description was updated.