I. Course Description
This course provides an overview of the social, economic, political, and religious arenas of the Greco-Roman world through a variety of primary and secondary resources coupled with evidence from archaeology. Selected passages from the New Testament whose perspective and content reflect or are illuminated by the thought world of the first century will also be examined.

Further Description
This course will build upon and enhance the student’s knowledge and understanding of the first century world of the New Testament. While some of the topics covered in the course will have been touched on in the New Testament Introduction core course, this class will provide the opportunity for students to acquire a more comprehensive picture of the Greco-Roman world in which the New Testament developed.

II. Student Learning Outcomes:
As a result of this course, students will be able to:

a. Articulate the wider historical, social and political aspects of the first century.

b. Explain how the first century historical, social and political context is relevant to the New Testament.

III. Teaching Strategies for Student Learning
This course is designed to immerse students in New Testament world of the first century. Students in this course will be introduced to the first century world through the reading of primary and secondary literature, a series of lectures, and group discussions. There will be opportunity for class discussion and reflection on important topics related to the study of the New Testament.

IV. Course Requirements
A. Textbook(s)
0140444203. (In addition to print and free E-Book editions, a free online version is available at EarlyJewishWritings.com. Students are free to use whichever translation they choose).

B. Attendance
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.¹

C. Assignments/Assessment of Student Learning

1. Students are expected to attend lectures, complete all assigned reading and participate in class discussions.

2. Students will keep a reading journal in which they will detail their insights about the first century world of the New Testament gained from the lectures, readings, and class discussion. The journal is to be typed and submitted in electronic form on the day of the last class.

3. Each week students will take an online quiz. Quiz questions will be based on the lecture and reading material from the previous week. Quizzes are to be completed before the beginning of the next class.

D. Calculation of Grade and Connection of Learning outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journal:</td>
<td>B</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>A, B</td>
<td>60%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>A, B</td>
<td>35%</td>
</tr>
</tbody>
</table>

V. Course Schedule and Reading Assignments
The following represents a selection of topics that will be covered in the course along with reading assignments.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>

¹ This policy also includes tardiness.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| September 3, 2015 | **Palestine in the Greco-Roman Era**  
| September 10, 2015 | **The Herodian Dynasty**  
| September 17, 2015 | **The Roman Empire in the First Century (Part One)**  
**Topics:** Republic to Empire; First century emperors | Readings: The Roman Empire, Barrett, § 1-19; “Roman Empire,” Watson, *DNTB*, pp. 968-78; “Pax Romana,” Bowley, *DNTB*, pp. 771-75; |
| September 24, 2015 | **The Roman Empire in the First Century (Part Two)**  
**Class will watch and discuss the PBS Video Series – The Roman Empire in the First Century**  
Part 1 – Order from Chaos; Part 2 – Years of Trial | |
| October 1, 2015 | **The Roman Empire in the First Century (Part Three)**  
**Class will watch and discuss the PBS Video Series – The Roman Empire in the First Century**  
Part 3 – The Winds of Change; Part 4 – Years of Eruption | |
| October 8, 2015 | **Hellenism and Greco-Roman Philosophy**  
**Topics:** Hellenistic Philosophies; Honor and Shame; Patron Client | Readings: Philosophers, Barrett, § 62-66; 73-75; 82-89;  
| October 15, 2015 | **No class**  | |
| October 22, 2015 | **Second Temple Judaism**  
“Diaspora Judaism,” Trebilco and Evans, *DNTB*, pp. 281-96;  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 19, 2015</td>
<td><strong>No Class</strong></td>
<td></td>
</tr>
<tr>
<td>November 26, 2015</td>
<td><strong>Thanksgiving Break</strong></td>
<td></td>
</tr>
<tr>
<td>December 10, 2015</td>
<td><strong>Concluding topics</strong></td>
<td></td>
</tr>
</tbody>
</table>

VI. Other Course Instructions

In addition to the above reading assignments, students are expected to read Josephus *Jewish War* as the course progresses.

VII. Life Long Learning

There are a number of sources in the bibliography that will assist the student in learning more about the New Testament world.

VIII. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic
integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>3.0</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>2.3</td>
<td></td>
</tr>
</tbody>
</table>
| C     | 77-79   | 2.0          | Acceptable work completed, satisfactory achievement of course objectives, demonstrating at
least some ability to utilize course knowledge, satisfactory class contribution.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>74-76</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>0</td>
</tr>
</tbody>
</table>

Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.

Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

IX. Selected Bibliography or References


