

KING'S MEADOW

HUMANITIES CURRICULUM

Antiquity



Student Syllabus

By Dr. George Grant, Ph.D. Lit.

KING'S MEADOW



Since 1993

King's Meadow Humanities Curriculum: Antiquity

Student Syllabus

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Editing, layout, and design by Lynne Spear

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Published and Distributed by King's Meadow

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Lesson 1

Orientation and Moral Philosophy

Lesson Synopsis

There are philosophical ideas that most people never think about and never examine, but those basic philosophical ideas emerge on the world stage with calamitous effect in one way, shape, form or another. This is the realm that historians typically work in, but most of us rarely give a thought to. Understanding those underlying ideas and making the proper connections is where we begin to learn why our world is as it is and how we can make a difference, how we can begin to change the world from what it is to what it ought to be.

Opportunity

none for this lesson

Lesson Topics

introduction to the course; moral philosophy; how our worldview affects our ordering of the calendar and how the calendar affects our worldview; the goals of the course

Primary Source Material

James 1:22–25; Psalm 78; Psalm 77; Deuteronomy 6; Joshua 1; I Corinthians 10; Micah 6

Vocabulary

ignominy, admonition, quell, calamitous, providence, consensus, congruency, enumerate, redundant, discontinuity, illusory, prognostication, commensurate, vernal, integral, synchronize, synodic, solar, intercalate, synchrony, ubiquity, utilitarian, epistemology, ontology, mete

Timeline

none for this lesson



Orientation and Moral Philosophy

He has shown you, O man, what is good and what the Lord requires of you: but to do justice, and to love mercy, and to walk humbly with your God.
~Micah 6:8

23 August

- ❖ *1305: William Wallace was hanged, drawn, beheaded, and quartered in London.*
- ❖ *1775: King George III of England called upon his subjects to act as informants.*
- ❖ *1784: The state of Franklin was established.*
- ❖ *1842: Ralph Waldo Emerson gave his influential lecture “The Poet” in New York.*
- ❖ *1939: The Nazis and the Soviets signed a non-aggression treaty.*
- ❖ *1948: The World Council of Churches was established in Amsterdam.*

The beginning of a year of destiny and the start of a whole new adventure in Humanities: a study of the history and culture of Antiquity.

Moral Philosophy

Past and Present

- ❖ *Forgetful Hearers*
- ❖ *Effectual Doers*
- ❖ *Past as a Future Orientation*
- ❖ *Calling and Destiny*

Identity

- ❖ *Psalm 78*

Comfort

- ❖ *Psalm 77*

Meaning

- ❖ *Deuteronomy 6*

Courage

- ❖ *Joshua 1*

Discernment

- ❖ *I Corinthians 10*

Action

- ❖ *Micah 6*

The Calendar

Astronomical Cycles

Days

- ❖ *Rotation of the Earth on Its Axis*

Months

- ❖ *Revolution of the Moon Around the Earth*

Years

- ❖ *Revolution of the Earth Around the Sun*

Types of Years

Tropical

- ❖ *Interval Between Vernal Equinoxes*

Lunar

- ❖ *Twelve Synodic Lunar Phases*

Calendar Systems

Solar

- ❖ *Synchrony with Tropical Year*
- ❖ *Days Intercalated to Form Leap Years*
- ❖ *Examples: Gregorian and Julian*

Lunar

- ❖ *Follows Lunar Phases without regard to Seasons*
- ❖ *Months Shift Per Annum*
- ❖ *Examples: Islamic and Zoroastrian*

Luni-solar

- ❖ *Months Based on Lunar Phases*
- ❖ *Intercalated to Synchronize Seasonally*
- ❖ *Examples: Hebrew and Chinese*

God said, Let there be lights in the expanse of the heavens to separate the day from the night. And let them be for signs and for seasons, and for days and years, and let them be lights in the expanse of the heavens to give light upon the earth. And it was so. And God made the two great lights, the greater light to rule the day and the lesser light to rule the night, and the stars. And God set them in the expanse of the heavens to give light on the earth, to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. And there was evening and there was morning, the fourth day.

~Genesis 1:14-19

The Gospel Calendar

Old Testament Days

- ❖ *Morning: Dawn, Morn, Midday*
- ❖ *Afternoon: Dark, Evening*
- ❖ *Night: The Three Watches*

Old Testament Weeks

- ❖ *Sabbath and Attendant Sacrifices*

Old Testament Year

- ❖ *Feasts, Fasts, Festivals*

New Testament Weeks

- ❖ *Lord's Day and Sacraments*

New Testament Year

- ❖ *Yuletide: Advent, Christmas, Epiphany*
- ❖ *Lententide: Lent, Easter*
- ❖ *Kingdomtide: Ascension and Pentecost*

Time's Times

- ❖ *821 B.C.: Anaxitar-Atar Intercalates the Lunar Calendar*
- ❖ *589 B.C.: Thales of Miletus Devised Intercalation*
- ❖ *541 B.C.: The Pythagorean School Posits a Solar View*

- ❖ *516 B.C.: Anaximander Introduced the Gnomon*
- ❖ *45 B.C.: Julius Caesar Devised Intercalary Synchrony*
- ❖ *A.D. 124: Gospel Year First in Evidence*
- ❖ *532: Dionysius Exiguus Devised the A.D. System*
- ❖ *728: Venerable Bede Devised the B.C. System*
- ❖ *1740: Jacques Cassini Devised an Astronomical System*
- ❖ *1751: Gregorian Calendar Accepted in United Kingdom*

Worldview and Time

- ❖ *The Inescapability of Trinitarianism and the Veracity of the Creation Narrative in Genesis*
- ❖ *The Ubiquity of the “Creator-Creature Distinction” in Nature*
- ❖ *The Inevitable Conflict between a Sabbatarian and a Babylonian Calendar or even between a Sabbatarian and a Babylonian Clock*
- ❖ *The Application of an Understanding of Relative Time to Art, Music, and Architecture*

Humanities Course Plan

- ❖ *Moral Philosophy Core: Arx Axiom*
- ❖ *Culture: Religion Externalized*
- ❖ *Chronology and Geography*
- ❖ *Worldview Context and Application*
- ❖ *Project and Recitation Laboratory*
- ❖ *Integration of Disciplines*

If you can keep your head when all about you
 Are losing theirs and blaming it on you,
 If you can trust yourself when all men doubt you,
 But make allowance for their doubting too;
 If you can wait and not be tired by waiting,
 Or being lied about, don't deal in lies,
 Or being hated, don't give way to hating,
 And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
 If you can think—and not make thoughts your aim;
 If you can meet with Triumph and Disaster
 And treat those two impostors just the same;

If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings, nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!



Lesson 2

Life, the Universe, and Everything

Lesson Synopsis

Man has always wrestled with how all this creative burst of color, texture, shape, and sound could have possibly come into being. Go to any culture, at any time, across the whole of Antiquity, and you will find a whole host of creation myths. They're all linked, both ontologically, in the sense of what they see as the nature of being, and epistemologically, how they see knowing that being.

Opportunity

none

Lesson Topics

creation as described in Genesis, chapter 1; the creation myths of various ancient cultures; Darwinian presuppositions

Primary Source Material

Genesis, chapter 1; Milton's "Invocation to Light" from *Paradise Lost*

Vocabulary

ontology, epistemology, motif, chaos, cosmogony, primeval, abyss, patrimony, detritus, metamorphosis, etiology, exegesis, connote, indeterminate, merism, mode, theism, protobiotic (nb. this isn't in the dictionary, but look at (or look up) the roots and see if you can define it.), happenstance, anarchy, ethics, cosmology, posit, documentary, beneficent, omnipotent, rationality, preoccupation, revelatory, preliminary, hypothesis, codify, thermodynamic, entropy, appropriate

Timeline

- ❖ Day 1: Creation of day and night
- ❖ Day 2: Creation of sky and seas
- ❖ Day 3: Creation of land and plants
- ❖ Day 4: Creation of sun, moon, and stars
- ❖ Day 5: Creation of birds and fish
- ❖ Day 6: Creation of land animals and man
- ❖ Day 7: God rested.



Origins: Creation

*Bere'shiyth Bara Elohim ha'Shemayim ha'Eretz.
In the beginning God created the heavens and the earth.
~Genesis 1:1*

25 August

- ❖ *1560: Protestantism was first legalized in Scotland.*
- ❖ *1718: The first French immigrants arrived at the site of the city of New Orleans.*
- ❖ *1732: The first modern missionaries went out to the field from the Herrnhut community.*
- ❖ *1814: The first Library of Congress was destroyed.*
- ❖ *1875: Matthew Webb became the first person to swim across the English Channel.*
- ❖ *1916: The National Park Service was first established in the Department of the Interior.*

The Mystery of Origins

- ❖ *Bere'shiyth Bara Elohim ha'Shemayim ha'Eretz
In the beginning God created the heavens and the earth.*

Milton's "Invocation to Light"

Hail holy light, Offspring of Heav'n first-born!
Ore of th' Eternal Co-eternal beam.
May I express thee unblamèd?
Since God is light, And never but in unapproachèd light
Dwelt from Eternity, dwelt then in thee,
Bright effluence of bright essence increate!
Or hear'st thou rather pure Ethereal Stream,
Whose Fountain who shall tell?
Before the Sun, Before the Heavens thou wert,
And at the voice Of God as with a Mantle didst invest,
The rising world of waters dark and deep
Won from the void and formless infinite.

Universal Creation Myths

- ❖ *Babylonian: Apsu and Tiamat*

- ❖ *Greek: Kronos, the Titans, and Zeus*
- ❖ *Shinto: Izanagi and Izanami*
- ❖ *Hmong: Yellow Drum*
- ❖ *Zulu: Unkulunkulu*
- ❖ *Norse: Niflheim*
- ❖ *Zoroastrian: Ahura and Mazda*

Seven Mythic Motifs

- ❖ *Chaos Cosmogony: Primeval Abyss or Expanse*
- ❖ *Primeval Patrimony: Awakened Originator Deity*
- ❖ *Aversion Detritus: Two Rival Deities*
- ❖ *Emergent Metamorphosis: Cosmic Egg or Cocoon*
- ❖ *Emanation Corollary: Probing, Diving, Swimming*
- ❖ *Phoenix Etiology: Destruction and Regeneration*
- ❖ *Ex Nihilo: Fiat Creation, Out of Nothing*

Genesis 1: Exegesis

- ❖ *Bere'shiyth: Beginning of Space, Linear Time, and Measurable History*
- ❖ *Bara: Divine Fiat Creation (As Opposed to Yetsar, Shape, Form, Fashion, or Frame)*
- ❖ *Elohim: Name of the Majestic, One-and-Many Deity (Plural Noun Used with Singular Verbs)*
- ❖ *ha'Shemayim: The Expanse of the Heavens*
- ❖ *ha'Eretz: The Land (With ha'Shemayim this Forms a Merism, an All-Inclusive Contrast)*

Genesis 1: Propositions

- ❖ *Absolute Creation: Ex Nihilo*
- ❖ *Definitive Creation: Regnum Explere*
- ❖ *Instantaneous Creation: Primus Fiat*
- ❖ *Purposeful Creation: Opus Dei*
- ❖ *Mechanical Creation: Quam Aetas*
- ❖ *Comprehensive Creation: Plenus Gignere*
- ❖ *Providential Creation: Comitatus Consilium*

Implications of Biblical Cosmology

- ❖ *By faith we understand that the universe was created by the Word of God, so that what is seen was not made out of things that are visible. ~Hebrews 11:3*
- ❖ *For from Him and through Him and to Him are all things. To Him be the glory forever. Amen. ~Romans 11:36*
- ❖ *The Lord has made everything for a purpose. ~Proverbs 16:4*
- ❖ *O Lord, how manifold are Your works! In wisdom have You made them all. ~Psalm 104:24*

Ancient and Modern Cosmologies

	Biblical Theism	Materialism
Prime Mover	<i>Sovereign Lord</i>	<i>Chaos</i>
Mechanism	<i>Word</i>	<i>Chance/Whim</i>
Mode	<i>Providence</i>	<i>Matter</i>
Means	<i>Objective/Ethics</i>	<i>Subjective/Anarchy</i>
Consequence	<i>Meaning/Truth</i>	<i>Feeling/Experience</i>
Character	<i>Personality</i>	<i>Impersonality</i>

Darwin's Mechanical Presuppositions

When we descend to details, we cannot prove that any species has ever changed; nor can we prove that [any] supposed changes are beneficial, which is the groundwork of [our] theory. Nor can we explain why some species have [supposedly] changed and others have [apparently] not. [We must therefore remember our ignorance.]¹

Darwin's Theological Presuppositions

With respect to the theological view of the evolution question, this is always painful to me. I am bewildered. But, there seems to me too much misery in the world. I cannot persuade my-

¹ The first two sentences of this excerpt came from *The Life and Letters of Charles Darwin*, Vol. 1, page 210. The last sentence of this excerpt comes from *In the Beginning: Compelling Evidence for Creation and the Flood* by Dr. Walt Brown and seems to be a paraphrase of a comment by Darwin in his letter to Mr. Bentham, "I have literally found nothing so difficult as to try and always remember our ignorance." Ed.

self that a beneficent and omnipotent God would have designedly created such a world. Evolution springs from such doubt.²

The Scientific Method

1. Define the Problem to Be Studied

2. Conduct Preliminary Research

3. Form a Hypothesis

4. Experiment

- ❖ *A. Observation*
- ❖ *B. Collect Data*
- ❖ *C. Classify Data*
- ❖ *D. Analyze and Explain Data*
- ❖ *E. Verify by Repeating*

5. Codify the Results of the Study

First Law

- ❖ *The Principle of Conservation*
- ❖ *Matter and Energy Cannot Be Created*
- ❖ *Matter and Energy Cannot Be Destroyed*
- ❖ *Matter and Energy May Only Be Interchanged*

Second Law

- ❖ *The Principle of Entropy*
- ❖ *Interchanges Pass into Disuse*
- ❖ *Complexity Devolves toward Simplicity*
- ❖ *Organization Breaks Down*



Lord, we thank you for this astonishing start—majestic, beautiful, poetic, powerful, glorious, transcendent, differentiated from every theory that has ever come from the mind of man. We thank you and we praise you. Great, O Lord, are you and all your works. We pray this in Jesus' name. Amen.

² From *On the Origin of Species*, Vol. 2, chapter VII.

Lesson 3

After “In the Beginning”

Lesson Synopsis

Today, we'll pick up right after the first two verses of the book of Genesis. We're not going to go into great detail about days one through six of Genesis. You need to understand how they work because virtually all early history is based on a pattern that was established in those first days. The Book of Genesis is the seedbed for every single doctrine in the Bible. In fact some would say that everything is there in the first eleven chapters of the Book of Genesis, that it's not just the Bible that the Book of Genesis clarifies. It clarifies why we think the way we think and why we feel the way we feel and what it is that we're actually longing for in life, and how we find our place in the world and why it is that, although we have a lust to wander in the land of Nod, it's always best to finally come home. All that is in the Book of Genesis and in this remarkable pattern that it shows us, this remarkable pattern that we will follow through the course of our study of Antiquity this year.

Opportunity

No. 1

Lesson Topics

various perspectives on creation and evolution; the structure of Genesis; Eden as a type or symbol used throughout the Old Testament

Primary Source Material

Genesis, chapter 1

Vocabulary

ontological, epistemological, abstract, geocentric, theistic, narrative, chronology, linear, genealogical, predominant, geology, biochemistry, astrophysics, neutrons, hypothesis/hypothetical, dispensationalist, thesis, framework, symmetry, transferral, mode, textual analysis, redact, peripatric speciation, transitional, uniformitarian, thermodynamics, congruency, scrutiny, mnemonic, sanctuary, concentric, typology/typological, consequence, dispossession, bivouac, refuge

Timeline

none for this lesson



After “In the Beginning”

*And the Lord God planted a garden in Eden, in the east, and there He put the man whom He had formed.
~Genesis 2:8*

30 August

- ❖ *30 B.C.: Queen Cleopatra took her own life.*
- ❖ *1686: John Eliot wrote his final letter.*
- ❖ *1797: Mary Wollstonecraft was born in London.*
- ❖ *1798: Thomas Jefferson was turned away from a Baltimore hotel.*
- ❖ *1862: Union forces were once again defeated at the Second Battle of Bull Run.*
- ❖ *1967: Thurgood Marshall's appointment to the Supreme Court was confirmed by the U.S. Senate.*

Our Ancestral Home

- ❖ *You were on the holy mountain of God; in the midst of the stones of fire you walked in great abundance and riches. ~Ezekiel 28:14*

Creation Framework: The Six Yom

<i>Day One: Giving Light 1:3-5 Day and Night</i>	<i>Day Four: Ordering Light 1:14-19 Sun, Moon, and Stars</i>
<i>Day Two: Giving Form 1:6-10 Sky and Seas</i>	<i>Day Five: Ordering Form 1:20-23 Birds and Fish</i>
<i>Day Three: Giving Fullness 1:11-13 Land and Plants</i>	<i>Day Six: Ordering Fullness 1:24-31 Animals and Man</i>
<i>Day 7: The Lord Rests from His Labors</i>	

Perspectives on Creation's Generations

- ❖ *Young Earth: Creationism*
- ❖ *Old Earth: Creationism*
- ❖ *Old Earth: Intelligent Design*
- ❖ *Gap Hypothesis*
- ❖ *Framework Hypothesis*
- ❖ *Documentary Hypothesis: JEDP*
- ❖ *Evolutionary Theory*

- ❖ *Evolutionary Peripatric Speciation*
- ❖ *Uniformitarian Ontology*

The Genealogies of Genesis

The World	The Covenant	The Elect
<i>Days of Creation</i>	<i>Man in the Garden</i>	<i>Adam and Eve</i>
<i>Cain to Methusael</i>	<i>Seth to Lamech</i>	<i>Noah's Ark</i>
<i>The Ten Nations</i>	<i>Shem to Terah</i>	<i>Abraham</i>
<i>Ishmael</i>	<i>Isaac</i>	<i>Jacob</i>
<i>Esau's Sons</i>	<i>Jacob's Sons</i>	<i>Joseph</i>
<i>Exile in Egypt</i>	<i>Famine in the Land</i>	<i>Goshen to Exodus</i>
City of Man	City of God	Heroes of Faith

The World of Eden

The Garden

- ❖ *Paradise Sanctuary*
- ❖ *On Top of the World*
- ❖ *Fountain Source*

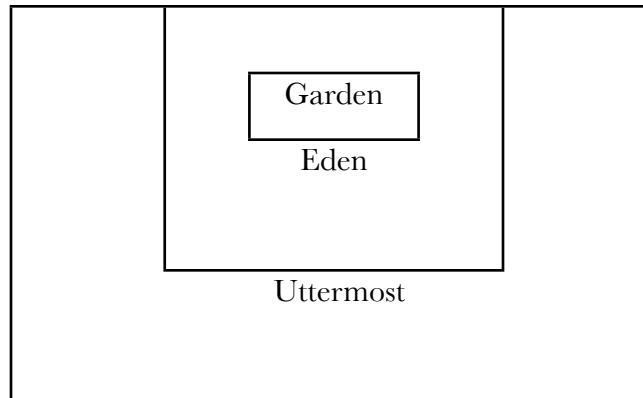
The Land

- ❖ *Home to Guard and Keep*
- ❖ *Teeming with Life*
- ❖ *Rich Beyond Measure*

Downstream

- ❖ *Concentric Circles*
- ❖ *Immature World*
- ❖ *Residual Glory*

Eden's Typological Map



Sin's Progression

Sanctuary

- ❖ *Adam Judges for Himself*
- ❖ *Fellowship Broken*
- ❖ *Dispossessed from the Garden*

Land

- ❖ *Cain Judges for Himself*
- ❖ *Fellowship Broken*
- ❖ *Dispossessed from the Land*

World

- ❖ *Sons of Men Judge for Themselves*
- ❖ *Fellowship Broken*
- ❖ *Dispossessed from the World*



Lord, I thank you for showing us more about us than even about the world, for throwing a searchlight of your purposes on the story of our lives and the longing of our hearts. We praise you for that. I pray for every single one of these students, many of whom do not really yet know what your purposes are for them, where their story will take them in the days and years to come. I pray for them right now, that you begin to do a mighty work in them. I pray that you would show them the pattern of redemption and open to them the wonders of the life of Christ. I pray this with thanksgiving in Jesus' name. Amen.

Lesson 4

Antediluvian Man

Lesson Synopsis

The word *antediluvian* literally means *before the flood*. So we'll be looking at the story of man as it's recorded both in the historical record that we have in Genesis and in any evidences that we might have otherwise in the fossil record or in the anthropological records that have been assembled by science in the years since.

Opportunity

none for this lesson

Lesson Topics

the genealogical structure of Genesis; the contrast between Cain's descendants and Seth's

Primary Source Material

Genesis 4–5

Vocabulary

antediluvian, antipathy, synod, maelstrom, wrack, coup, genealogy, historicity, trait, chronology, anthropologist/anthropology, biochemist, biologist, contradiction, authenticity, evidential, peculiar, metaphysics/metaphysical, documentary evidence, archeology/archaeologist, fragmentary, sedimentary, Cro-Magnon, neanderthal, blithely, scenario, lineage, authentic, discrepancy, degradation, providential, unverifiable, presupposition, naïve, empirical, purblind, plausible

Timeline

none for this lesson



Antediluvian Man

The Lord saw that the wickedness of man was great on the earth, and that every intention of the thoughts of his heart was only evil continually.
~Genesis 6:5

1 September

❖ 256: Cyprian and the North African synod voted to readmit the lapsi to Church membership.

- ❖ *1159: Nicholas Breakspear died.*
- ❖ *1807: Aaron Burr was found innocent of treason.*
- ❖ *1821: The Santa Fe Trail was first traversed by William Becknell.*
- ❖ *1869: The Scottish National Monument was completed above Stirling Bridge.*
- ❖ *1939: Germany started the Second World War.*
- ❖ *1969: Muammar Gadhafi seized power in Libya.*

A Tale of Two Cities

“Cain went away from the presence of the Lord and settled eastward in the land of Nod. There he built a city, named for his son.”¹ ... “But Enoch, son of Jared and father of Methuselah, walked with God.”²

The Genealogies of Genesis

The World	The Covenant	The Elect
<i>Days of Creation</i>	<i>Man in the Garden</i>	<i>Adam and Eve</i>
<i>Cain to Methusael</i>	<i>Seth to Lamech</i>	<i>Noah's Ark</i>
<i>The Ten Nations</i>	<i>Shem to Terah</i>	<i>Abraham</i>
<i>Ishmael</i>	<i>Isaac</i>	<i>Jacob</i>
<i>Esau's Sons</i>	<i>Jacob's Sons</i>	<i>Joseph</i>
<i>Exile in Egypt</i>	<i>Famine in the Land</i>	<i>Goshen to Exodus</i>
City of Man	City of God	Heroes of Faith

¹ Genesis 4:16

² paraphrase of Genesis 5:22-24

The Toledoth Structure of Genesis³

Genealogies of the World: City of Man	Genealogies of the Covenant: City of God
<i>Heaven and Earth</i>	<i>Garden</i>
<i>Adam</i>	<i>Noah</i>
<i>Ham and Japheth</i>	<i>Shem</i>
<i>Terah</i>	<i>Abram</i>
<i>Ishmael</i>	<i>Isaac</i>
<i>Esau</i>	<i>Jacob</i>

City of Man (Genesis 4)	City of God (Genesis 5)
<i>Cain</i>	<i>Seth</i>
<i>Enoch</i>	<i>Enosh</i>
<i>Irada</i>	<i>Kenan</i>
<i>Mehujael</i>	<i>Mahalalel</i>
<i>Methushael</i>	<i>Jared</i>
<i>Lamech</i>	<i>Enoch</i>
<i>Jabal</i>	<i>Methuselah</i>
<i>Jubal</i>	<i>Lamech</i>
<i>Tubal</i>	<i>Noah</i>

Antediluvian Man

Chronology

- ❖ *Peculiar Historical Precision*
- ❖ *Peculiar Lifespan Documentation*
- ❖ *Peculiar Cultural Distinctions*

Anthropology

- ❖ *Fossils and Dinosaurs*
- ❖ *Neanderthals and Cro-Magnon*
- ❖ *Australopithecines, Java Man, and Peking Man*

³ While included in Dr. Grant's slide title, the word *toledoth* is not mentioned in this lesson. It is defined and expanded upon in Lesson 12 and is the Hebrew word for *generations* or *genealogy*. Ed.

Genealogy

- ❖ *Following Two Lines*
- ❖ *Mingling Two Lines*
- ❖ *Sons of God and Daughters of Men*



Cave painting, Lascaux, France. This image is in the public domain.



Father, I pray for these students. I pray that you would enable them to move past the assumptions in our culture, and even in our churches, to think for themselves, to look at the evidence themselves, to wrestle with these questions themselves. Not every one of us will ever be a biochemist or an anthropologist, but every single one of us has to be able to look at the evidence and come to informed decisions about the questions that matter the most in the world. So, Lord, I pray for these students that you would equip and enable them to do just that. I pray, Lord, that you would fit them for a lifetime of service. It is my deepest prayer that, in the end, they would have greater confidence, with intellectual integrity, in the truth of the Scriptures than they ever imagined that they could otherwise. I pray this in Jesus' name. Amen.

Lesson 5

Myths and Mythologies

Lesson Synopsis

One of the things we have to begin to get our minds around is how ideas and information pass through cultures. In order to understand our world, we have to understand how information infiltrates the world and then transmits from culture to culture, people to people, and age to age. "Myths are the stories we tell about our world to explain our world to ourselves and to others around us."

Opportunity

No. 2

Lesson Topics

Assurbanipal's library, Gilgamesh, myth and Scripture, ancient pantheons,

Primary Source Material

none for this lesson

Vocabulary

mythos, transcendentalist, psyche, eugenicist, *cultus*, myth, moralize, embellish, credence, type (n.), antedate, alluvial, cadre, elite, collate, apparatus, statistics, anarchy, preponderance, redaction, transmogrify, correlation, arduous, monumental, vindication, paramount, parody, epistemology, insight, reconciliation, aspiration, interconnectedness, manifest (v.), *shekinah* glory, comprise, perceive, gloss (n.), metaphor, simile, transmigration, prejudice, predisposition, messilogist, epic, virtue/virtuous, transformation, prevail, metaphysical, dramatic irony, foreshadowing, symbol

Timeline

- ❖ c. 2750 and 2500 B.C.: Gilgamesh
- ❖ c. 700 B.C.: Assurbanipal
- ❖ c. 700 B.C.: Manasseh on Israelite throne
- ❖ c. 700 B.C.: Josiah on Judean throne
- ❖ A.D. 1847-49: Austen Layard discovered the great library of Assurbanipal's and the palace of Sennacherib in Nineveh.



Myths and Mythologies

That which is false in the old stories actually points to the truth far more clearly than that which is true in most Modern moralizing
~G.K. Chesterton

6 September

- ❖ *1620: On its fourth attempt, the Mayflower sailed from Plymouth for the New World.*
- ❖ *1847: Henry David Thoreau abandoned his hut on Walden Pond just outside the city of Concord.*
- ❖ *1890: Joseph Conrad was made master of the Roi de Belges when the captain succumbed to tropical fever.*
- ❖ *1901: William McKinley was assassinated in Buffalo.*
- ❖ *1941: Jews in German-occupied Europe were first ordered to be marked by yellow stars of David.*
- ❖ *1981: Anwar Sadat sanctioned fierce persecutions against Egypt's Christian Copts.*
- ❖ *1997: Britain bade farewell to Princess Diana at a funeral at Westminster Abbey.*

A Study in Epistemology

Assurbanipal

- ❖ *Seventh-century Contemporary of Josiah*
- ❖ *Information-Based Economy*
- ❖ *Controlling Information Technology*

Gilgamesh

- ❖ *Epic Myth*
- ❖ *Tablet Discovered at Nineveh Site*

Genesis

- ❖ *Confirmation of Biblical Narrative*
- ❖ *Moral Distinctions*
- ❖ *But, Historical Corollaries*
- ❖ *Predates Gilgamesh by 1200 Years*

Where Do Stories Come From?

Linear Time and Historical Narrative

- ❖ *The Light and the Glory*
- ❖ *Morning and Evening*
- ❖ *Setting a Sequence for a Creation Clock*

History

- ❖ *What Actually Happened*
- ❖ *What Eyewitnesses Say Happened*
- ❖ *What People Remember Happened*

Mythos

- ❖ *Editorial Glosses*
- ❖ *Enhancement and Embellishment*
- ❖ *Transmission and Transmigration*

Equivalent Pantheons

Greek	Roman	Babylonian	Canaanite
<i>Zeus</i>	<i>Jupiter</i>	<i>Marduk</i>	<i>Baal</i>
<i>Hera</i>	<i>Juno</i>	<i>Ishtar</i>	<i>Ashtera</i>
<i>Athena</i>	<i>Minerva</i>	<i>Nabu</i>	<i>Tabbeu</i>
<i>Aphrodite</i>	<i>Venus</i>	<i>Sumuqan</i>	<i>Shoshan</i>
<i>Phoebus</i>	<i>Apollo</i>	<i>Shamash</i>	<i>Utu</i>
<i>Hermes</i>	<i>Mercury</i>	<i>Shullat</i>	<i>Namtara</i>
<i>Ares</i>	<i>Mars</i>	<i>Ashur</i>	<i>Ishum</i>
<i>Artemis</i>	<i>Diana</i>	<i>Belili</i>	<i>Geshtinanna</i>
<i>Poseidon</i>	<i>Neptune</i>	<i>Ea</i>	<i>Apsu</i>

Elements of a Myth

- ❖ *Epic Narrative: Larger than Life Journey*

- ❖ *Virtuous Hero: Character against Circumstance*
- ❖ *Quest : A Grand Adventure*
- ❖ *Tested Virtue: Values under Constant Assault*
- ❖ *Supernatural: Gods Toss Men like Dice*
- ❖ *Dramatic Irony: Reader Privy to What the Hero is Not*
- ❖ *Ultimate Victory: Against All Odds, the Hero Prevails*

The essence of myth has nothing to do whatever with its truthfulness or falsity. Rather, a myth is but a universal tale—perhaps populated by gods and monsters, but most assuredly populated by real people with real concerns in a real world—wherein the conflicts of life are worked out in accord with the standards of ethics. A myth, like a fairy tale, is thus little more or less than a morality tale.

~J.R.R. Tolkien



Lord, I thank you for the one story, for how satisfying and complete and thorough it is. As we measure the stories of our lives and the stories of our culture, even this weekend as we hear again and again stories from 9/11, I pray that you would fix in our minds this notion that it is because you've created a beginning and an end, because there is linear time that can be marked between the beginning and the end that we even have story. Enable us to work out of the stories of our world the story of the Gospel and enable us to know how to speak to our world, filled with half-truths and half-stories, the one, true, good story. Thank you for these students and I pray that you would use them for your purposes in this glorious but fallen world. Lord, we pray in Jesus' name. Amen.

Lesson 6

Diluvian Man

Lesson Synopsis

We'll talk about the Flood today. We're going to approach it from a slightly different perspective. We're primarily going to look at presuppositions. Presuppositions are ideas that we already have in place before we develop arguments. Ideas have consequences. How you think and what you think about will shape the world that you see. It's so vital for us as Christians to learn how to think in a godly and disciplined fashion, so we can think aright.

Opportunity

none for this lesson

Lesson Topics

the Flood, catastrophism versus uniformitarianism, archeological support for the Flood

Primary Source Material

Genesis 6–8

Vocabulary

mettle, civics, prose, titanic, testimony, catastrophic, geological, uniform, cataclysmic, hypothesis, presuppose/presupposition/presuppositional, unprecedented, instantaneous, deposit (as in soil), erode/erosion, stratified, pyroclastic flow, laminae, accumulate, millennia, phenomenon, sublime, plate tectonics, continental plates, re-evaluate, biological, havoc, pristine, anomaly, fossil, marine, nautiloid, sediment/sedimentary, ichthyosaur, murrain, skree, succession, fluidity, pliable, anthropological, gloss (n.), intermingle, anthropomorphic, displacement, tonnage, gross, ratio, remnant, tumultuous, synonymous, species, genus, family, taxonomy/taxonomic, attest, empirical, sequentialism, incongruity, meteorology/meteorological, precipitation, antediluvian, infrared, ultraviolet, veracity, authenticity, authority

Timeline

None for this lesson.



Diluvian Man

*Noah found favor in the eyes of the Lord.
~Genesis 6:8*

*And God blessed Noah and his sons.
~Genesis 9:1*

8 September

- ❖ *1157: Richard the Lionheart was born.*
- ❖ *1565: St. Augustine was founded in Hapsburg, Florida.*
- ❖ *1627: Samuel Rutherford began pastoring at Anwoth.*
- ❖ *1636: New College in Cambridge, Massachusetts, was founded.*
- ❖ *1930: Richard Drew developed Scotch tape.*
- ❖ *1952: The Old Man and the Sea was published.*
- ❖ *1974: Former President Nixon was pardoned.*
- ❖ *2001: Three days before Al Qaeda terrorist attacks struck New York, Washington, and the Pennsylvania countryside, President Bush ordered a new domestic terror threat report.*

Uniformitarianism and Catastrophism

u ni form i tar i an ism (yoo nə fōrm ə teər ē ən izəm), noun: The theory that changes in the earth's crust during geological history have resulted from the action of continuous and uniform processes.

ca tas tro phism (kə tas trə fīzəm), noun: The theory that changes in the earth's crust during geological history have resulted chiefly from sudden, violent, and unusual events.

Evidences for a Catastrophic Flood

- ❖ *Fossils of sea creatures high above sea level.*
- ❖ *Rapid burial of plants and animals.*
- ❖ *Rapid deposits of sedimentary layers spread across vast territories.*
- ❖ *Sediment transported long distances.*
- ❖ *Rapid erosion or no erosion between disparate geological strata.*
- ❖ *Geological strata laid down in rapid succession.*

The Flood Narrative

Setting

- ❖ *Cainites and Sethites*
- ❖ *The Days of Noah*
- ❖ *Corruption and Destruction*

Vessel

- ❖ *Cubit: Anthropositus*
- ❖ *Design: 450 x 75 x 45, 1:6 Ratio*
- ❖ *Gopherwood and Pitch*

Capacity

- ❖ *22,000 Ton Displacement*
- ❖ *1,518,000 Cubic Feet*
- ❖ *40,000 Animals: 29% Capacity*

Indicators of a Catastrophic Flood¹

Geological

- ❖ *Sediments*
- ❖ *Sequentialism*

Fossil

- ❖ *Incongruities*
- ❖ *Skree Deposits*

Meteorological

- ❖ *Vegetation*
- ❖ *Precipitation*

Biological

- ❖ *Dinosaurs*
- ❖ *Life Spans*

Genetic

- ❖ *DNA*
- ❖ *Genetic Trailing*

¹ Dr. Grant didn't mention the asterisked headings for the sake of time and the coherence of the lecture, but listed them so you could see there was more evidence—much, much more. *Ed.*

Etymological

- ❖ *Root Patterns*
- ❖ *Word Migration*

Archeological

- ❖ *Ararat Remains**
- ❖ *Civil Patterns**

Anthropological

- ❖ *Palimpsests**
- ❖ *Gilgamesh**



Lord, I thank you for the remarkable world that we live in and the ways that your fingerprints are all over this creation in the small and steady things and in the large disruptive things. I pray for these students that they would wrestle with the big questions of our day, that they would approach their thinking and doing with humility and that you would provide them real and substantive answers in the days to come. For I pray all of this with thanksgiving, in Jesus' name. Amen.

Lesson 7

Archeology and Antiquity

Lesson Synopsis

Archeology is one of the most powerful tools for the verification of written historical records that mankind has ever known. It is estimated, in Israel alone, only about 5% of all the land that needs to be excavated has been excavated. In the city of Jerusalem, it is estimated that only about 35% of the city has been excavated. We don't know what still lies buried beneath the stones of the world.

Opportunity

No. 3

Lesson Topics

the development of the science of archeology, some of the greatest archeological finds, how archeological help in our understanding of Scripture

Primary Source Material

none for this lesson

Vocabulary

archeology/archeological, poignant, budget deficits, excavate/excavation, anthropology/anthropological, ethnology, linguistics, etymology, semiotics, paleontology, paleobotany, artifact, chronology, systematic, painstaking, purveyor, antiquities, inscription, classification, relict, verification, accrete, profound, apologetics, historicity, contradiction, miscue, documentary (adj.), corroborate, cuneiform, attest, linear, hermeneutics, proximity, gumption, paradigm, appropriate (v.), sociology, succession, abet, climactic, symmetry, strategic, Egyptology, hieroglyphics, papyrus/papyri, dialect, kibbutz, lascivious, controvert,

Timeline

- ❖ 1749: Discovery of the city of Pompeii
- ❖ 1799: Discovery of the Rosetta Stone
- ❖ 1838: Discovery of Robinson's Arch in Jerusalem
- ❖ 1849: Discovery of the great library of Assurbanipal at Nineveh
- ❖ 1868: Discovery of the city of Troy
- ❖ 1922: Discovery of Pharaoh Tutankhamen's Tomb
- ❖ 1948: Discovery of the Dead Sea Scrolls
- ❖ 1961: Discovery of Caesarea Maritima
- ❖ 1964: Discovery of the Ebla Library
- ❖ 1973: Discovery of Sodom and Gomorrah
- ❖ 1986: Discovery of the Kibbutz Ginosar Boat.



Archeology and Antiquity

*Come now, let us build ourselves a city and a tower to reach the heavens and so make a name for ourselves.
~Genesis 11:4*

13 September

- ❖ *1759: The French and Indian War ended.*
- ❖ *1788: Congress authorized the first national election and established the capitol.*
- ❖ *1788: The United States took out its first loan.*
- ❖ *1792: William Carey wrote his Inquiry.*
- ❖ *1943: Chiang Kai-shek became president of the Republic of China.*
- ❖ *1948: Margaret Chase Smith of Maine was elected to the U.S. Senate.*
- ❖ *1997: Mother Teresa's funeral was held in Calcutta, India.*

Archeology

- ❖ *Archeology (Greek, ἀρχαιολογία: arkhaĩos, “ancient” and logiā, “study”) is the study of ancient human societies, primarily through the recovery and analysis of the material culture and environmental data that they have left behind, including artifacts, architecture, and cultural landscapes. Considered both a science and an art, archaeology employs anthropology, history, ethnology, geography, geology, linguistics, etymology, genetics, semiotics, chemistry, paleontology, and paleobotany.*



Field Survey

- ❖ *Surface Indicators*
- ❖ *Environmental Soundings*
- ❖ *Proximity Markings*

Excavation

- ❖ *Non-Intrusive Probes*
- ❖ *Artifact Isolation*
- ❖ *Artifact Exposure*

Processing

- ❖ *Identification and Classification*
- ❖ *Relic Protection*
- ❖ *Analysis and Translation*

The Significance of Archeology

Apologetics

- ❖ *Historicity of Biblical Narratives*
- ❖ *Support for Chronologies*
- ❖ *Evidence for Details*
- ❖ *Linguistic Corroboration*

Hermeneutics

- ❖ *Etymology: Names and Places*
- ❖ *Geography: Locations and Proximities*
- ❖ *Sociology: Influences and Structures*

Chronology

- ❖ *Imperial Succession*
- ❖ *Wars, Conquests, and Technologies*
- ❖ *Climatic and Geographic Events*



Excavations at the Edgewater Park Site, Coralville Iowa, 2004, by Bill Whittaker (Billwhittaker at en.wikipedia), (CC BY-SA 3.0)

Greatest Archeological Finds

- ❖ *The Rosetta Stone: 1799*
- ❖ *The Dead Sea Scrolls: 1948*
- ❖ *Assurbanipal's Library at Nineveh: 1849*
- ❖ *Robinson's Arch in Jerusalem: 1838*
- ❖ *Kibbutz Ginosar Boat: 1986*

- ❖ *The Ebla Library: 1964*
- ❖ *The City of Troy: 1868*
- ❖ *Cæsarea Maritima : 1961*
- ❖ *Sodom and Gomorrah: 1973*
- ❖ *The City of Pompeii: 1749*
- ❖ *Pharaoh Tutankhamen's Tomb: 1922*



Father, I thank you for the verification that so much of modern science has now made to the truth of the Scriptures. I do pray, as we look at the evidence, as we piece together narratives, as we look at the chronologies, that you would enable us to make immediate application to our own lives. If the Bible is historically accurate and true, what does that mean about our world, our problems, our difficulties? How does this apply to the way we approach our culture and our government? How does this shape the way we interact with the gospel? Lord, I pray that all these things would become clear through the course of this year and that you would enable us to run to the Rock which is our refuge and our strength, our fortress and our high tower, and there find, in the depths of your love, surety for the future. We pray this in Jesus' name. Amen.

Lesson 8

Babel and the Nations

Lesson Synopsis

People still have only two pathways that they can follow: the pathway leading ever further from the mountain of the Lord, until we find ourselves in the bitumen pits, slimed together with our own fake aspirations, or there's a narrow, rarely-taken pathway that leads in the opposite direction, not to the top of the mountain but to the foot of the mountain where only humility and repentance pave the way to greatness and opportunity.

Opportunity

none for this lesson

Lesson Topics

The Tower of Babel

Primary Source Material

Genesis 10-11

Vocabulary

emblem, *fascii*, symbol, semiotics (n.), proto- (prefix), nationalist, mercenary, malleable, periphery, provisional, supersede, narrative, consolidate, precipitate, foreboding, poetic, hymnic, dialect, expel, condescend, *shekinah*, inheritance, tabernacle, primordially, inclination, fabricated, disburse, impulse, magisterial, accrue

Timeline

None for this lesson



Babel and the Nations

*Come now, let us build ourselves a city and a tower to reach the heavens and so make a name for ourselves.
~Genesis 11:4*

15 September

- ❖ 1782: Congress adopted the Great Seal and
- ❖ 1788: James Fenimore Cooper was born.

- ❖ *1821: Costa Rica, Guatemala, Honduras, Nicaragua, and El Salvador gained independence.*
- ❖ *1890: Agatha Christie was born.*
- ❖ *1917: Russia was proclaimed a republic.*
- ❖ *1935: The Nazi Nuremberg Laws were passed.*
- ❖ *1949: The Lone Ranger premiered on ABC T.V.*
- ❖ *1963: The 16th Street Baptist Church in Birmingham, Alabama, was bombed.*

The Perpetual Folly

Nimrod

- ❖ *Son of Cush, Grandson of Ham*
- ❖ *Great-Grandson of Noah*
- ❖ *King of Babel, Akkad, and Shinar*

A Universal Worldwide Culture

- ❖ *The Whole Earth*
- ❖ *Saphah: One Language, Lip, or Tongue*
- ❖ *Dabhar: Same Words or Vocabulary*

Leaning Leftward

- ❖ *Adam and Eve: East of Eden*
- ❖ *Cain: Eastward Wandering in Nod*
- ❖ *Nashah Minh: Departed or Separated*
- ❖ *Babel: Valley in the Plain of Shinar* *The Babel Project*

The Mountains of the Lord

Eden

- ❖ *Mountain Sanctuary*
- ❖ *Glory and Splendor*
- ❖ *Genesis 2:8-14; Ezekiel 28:13-14*

Sinai

- ❖ *Mountain Sanctuary*
- ❖ *Glory and Splendor*
- ❖ *Exodus 19:16-20*

Zion

- ❖ *Hermon, Carmel, Moriah, and Zion*
- ❖ *The Mount of Transfiguration*
- ❖ *The Mount of Olives*
- ❖ *The New Jerusalem*

The Babel Project

The “Great Fake” of the Kingdom of Shinar

- ❖ *Bricks: Fabricated Stone*
- ❖ *Bitumen: Fabricated Mortar*
- ❖ *City: Fabricated Community*
- ❖ *Tower: Fabricated Mountain*
- ❖ *Name: Fabricated Identity*
- ❖ *Lest Dispersed: Fabricated Unity*

The Lord's Response

- ❖ *Exposed: Came Down*
- ❖ *Confounded: Confusion*
- ❖ *Dispersed: All Over the Earth*



Lord, I do pray that you would teach us these lessons and enable us to see in our own time and our own culture even in our own hearts the Babel impulse. I pray that you would enable us to read our world semiotically, all the symbols, and see how they connect together, how they accrue meaning over time, and how they shape the world we live in. Lord, I thank you for the incredible richness and insight in the seemingly most simple stories, like the story of Babel. We pray all this with thanksgiving, in Jesus' name. Amen.

Lesson 9

The Cradle of Civilization

Lesson Synopsis

There is a region in today's modern Middle East called the Fertile Crescent that became the land of the early empires. Each of these Mesopotamian civilizations shared a whole host of features: the architecture, the art, the music, the cultural manifestations at the grassroots level, as well as the political manifestations at the highest levels—these principles flow through them all. And everything flowed through the great leaders of these cultures, every decision, every flow of power, every exercise of prerogative was seated in the *nam lugal*, the great man.

Opportunity

No. 4

Lesson Topics

The ancient civilizations and cultures of the Fertile Crescent

Primary Source Material

none for this lesson

Vocabulary

survey (n.), epigrammatic, adage, simulation, theoretical, simian, primate, gibberish, randomness, claptrap, algorithms, relevant, determination, inquisitor/inquisition, rite, adhere, conspiratorial, immolation, alluvial, silt, patriarch, script, supersede, fealty, prominent, alliance, precipitous, prerogative, relinquish, convulsive, uniformity, ethics, gargantuanism, stratify/stratification, quintessential, manipulator, militaristic, totalitarianism, imperial, consolidation, stele, cuneiform, epitomize, ethical, articulate (adj.), nostalgic, perpetual, indispensable, cohesion, revel

Timeline

- ❖ c. 3500–2500 B.C.: Sumerian culture
- ❖ c. 2500–2200 B.C.: Akkadian culture
- ❖ c. 2200–1000 B.C.: Babylonian culture
- ❖ c. 1600–1100 B.C.: Hittite culture
- ❖ c. 1500–1200 B.C.: Kassite culture
- ❖ c. 1000–600 B.C.: Assyrian culture
- ❖ c. 600–500 B.C.: Chaldean culture



The Cradle of Civilization

*And as all the people migrated eastward, they found a fertile plain in the land of Shinar and settled there.
~Genesis 11:2*

27 September

- ❖ *1498: The first Grand Inquisitor died.*
- ❖ *1709: Jonathan Swift first described his “plaguey deep” lodgings.*
- ❖ *1854: The Atlantic steamship Arctic sank.*
- ❖ *1910: W.C. Handy’s Memphis Blues was published.*
- ❖ *1937: The first Santa Claus school opened in Albion, New York.*
- ❖ *1954: The Tonight Show made its debut on NBC.*
- ❖ *1979: Congress approved the Education Department.*
- ❖ *1994: The Contract with America was signed.*

The World’s Great Rivers

- ❖ *Tigris, Euphrates, Gihon, Pishon*
- ❖ *Nile*
- ❖ *Ganges and Karnali, Indus and Sutlej, Brahmaputra*
- ❖ *Yellow (Huang He), Yangtze (Chang Jiang)*
- ❖ *Rhine, Rhone, Danube*
- ❖ *Amazon, Mississippi, Missouri*

The Land of Empires

The Fertile Crescent

Mesopotamian Cultures

- ❖ *Sumerian, 3500–2500 B.C., Capital: Lagash, Nam Lugal: Lugalzaggisi*
- ❖ *Akkadian, 2500–2200 B.C., Capital: Ur, Nam Lugal: Sargon*

- ❖ *Babylonian, 2200–1000 B.C., Capital: Babylon, Nam Lugal: Hammurabi*
- ❖ *Hittite, 1600–1100 B.C., Capital: Fal'ujaha, Nam Lugal: Kravan Larik*
- ❖ *Kassite, 1500–1200 B.C., Capital: Bah'gah'da, Nam Lugal: Ka'chai*
- ❖ *Assyrian, 1000–600 B.C., Capital: Ninevah, Nam Lugal: Sennacherib*
- ❖ *Chaldean, 600–500 B.C., Capital: Babylon, Nam Lugal:*

The Babel Impulse

- ❖ *Nam Lugal, or Great Man*
- ❖ *Imposed Centralization*
- ❖ *Enforced Uniformity*
- ❖ *Civic Gargantuanism*
- ❖ *Tribal Stratification*
- ❖ *Militaristic Totalitarianism*
- ❖ *Imperial Consolidation*



Lord, I thank you for reminding us through the flow of history and through the manifestation of ideas over time that there is nothing new under the sun, and you remind us that the same impulse that drove Nebuchadnezzar exists today. I thank you for these students, and I pray that you would begin to give them real, clear-eyed discernment about their world and the trajectory of their culture. I pray that you would raise them up in contradistinction to that culture and make them great and glaring exceptions. I pray that you would use them, that you would scatter them to the four winds, and that they would change the world. We pray all this in Jesus' name. Amen.

Lesson 10

Mesopotamian Life

Lesson Synopsis

At first, the Mesopotamian civilizations were largely tribal settlements that eventually, over time, became federal or provincial districts, which then, in turn, became great empires. What we'll do today is trace how each of these tribal movements came together, what the progression was, and how it was that these tribal peoples became imperial powers.

Opportunity

none for this lesson

Lesson Topics

the development of the civilizations of Mesopotamia including worldview, governmental and social structure, technology, war and politics, the development of city-states, the northern and southern alliances; the development of Mesopotamian literature

Primary Source Material

Habbakuk 1:5-11

Vocabulary

braggadocio, depose, migratory, imperial, centralization, civic, stratification, totalitarianism, consolidation, improvise, rational, repression, dictatorial, suppression, connote, hubris, valor, covenantal, organic, familial, egalitarian, level (v.), oligarchic, aristocratic, consolidation, accumulation, clarify, agrarianism, commercialism, urban, locus, proto- (prefix), federalism, co-belligerents, sectionalism, suzerainty, provincialism, enterprise, feudal, bureaucrat, justice, evident, fickle, perpetuation, impale, principle, stabilization, progression, infrastructure, rudimentary, comprehensive, acquisition, recalcitrant, deport, dislocate, assimilate, stimulate, presumption, infantry, cavalry, metallurgy, flank (v.), ambush, phalanx, oral, pictogram, transitory, spontaneous, tabulative, cuneiform, inventory, literate, literary, recountable, evoke/evocative, replicate, symbiotic, emoticon, adhere

Timeline

- ❖ c. 3500–3200 B.C.: hunter-gatherer tribes migrate to Mesopotamia
- ❖ c. 3200–2500 B.C.: Sumerian culture arises
- ❖ c. 2900 B.C.: the emergence of city-states in Mesopotamia
- ❖ c. 2600 B.C.: the northern and the southern alliances begin to emerge in Mesopotamia
- ❖ c. 2500–2200 B.C.: Akkadian culture
- ❖ c. 2200–1000 B.C.: Babylonian culture
- ❖ c. 2000–1700 B.C.: the northern and southern proto-feudal alliances are solidified
- ❖ c. 1800–1750 B.C.: The Code of Hammurabi
- ❖ c. 1600–1100 B.C.: Hittite culture
- ❖ c. 1500–1200 B.C.: Kassite culture

- ❖ c. 1000–600 B.C.: Assyrian culture
- ❖ c. 600–500 B.C.: Chaldean culture



Mesopotamian Life

Behold, I am raising up the Chaldeans, that bitter and hasty nation. They are dreaded and fearsome; their justice and dignity go forth from themselves.
~Habakkuk 1:6-7

29 September

- ❖ *Michaelmas Day*
- ❖ *1399: Henry IV deposed his cousin Richard II.*
- ❖ *1413: Sir John Oldcastle was condemned of the Wycliffe “heresy”.*
- ❖ *1565: Nearly 500 Huguenots settlers in Florida were slaughtered by Hapsburg soldiers.*
- ❖ *1789: Congress established a standing army.*
- ❖ *1829: The first “bobbies” began patrolling the streets of London.*
- ❖ *1889: Rudyard Kipling interviewed Mark Twain.*

Fertile Crescent

Mesopotamian Cultures

Cultures	Dates	Capitols	Nam Lugals
<i>Sumerian</i>	<i>3500–2500 B.C.</i>	<i>Lagash</i>	<i>Lugalzaggisi</i>
<i>Akkadian</i>	<i>2500–2200 B.C.</i>	<i>Ur</i>	<i>Sargon</i>
<i>Babylonian</i>	<i>2200–1000 B.C.</i>	<i>Babylon</i>	<i>Hammurabi</i>
<i>Hittite</i>	<i>1600–1100 B.C.</i>	<i>Fal’ujaha</i>	<i>Kravan Larik</i>
<i>Kassite</i>	<i>1500–1200 B.C.</i>	<i>Bah’gah’da</i>	<i>Ka’chai</i>
<i>Assyrian</i>	<i>1000–600 B.C.</i>	<i>Nineveh</i>	<i>Sennacherib</i>

Cultures	Dates	Capitols	Nam Lugals
<i>Chaldean</i>	<i>600–500 B.C.</i>	<i>Babylon</i>	<i>Nebuchadnezzar</i>

The Babel Impulse

- ❖ *Nam Lugal or Great Man*
- ❖ *Imposed Centralization*
- ❖ *Enforced Uniformity*
- ❖ *Civic Gargantuanism*
- ❖ *Tribal Stratification*
- ❖ *Militaristic Totalitarianism*
- ❖ *Imperial Consolidation*

Contrasting Worldviews

- ❖ *Covenantal (City of God): One and Many, Organic, Familial, Succession, Inheritance*
- ❖ *Hamantical (City of Man): One or Many, Structural, Tribal, Consolidation, Accumulation*

Look among the nations and see,
 Wonder and be [astonished],
 For I am doing a work in your day
 That you would not believe, even if told.
 For behold, I am raising up the Chaldeans,
 That bitter and hasty nation.
 And they march through the breadth of the earth
 To seize dwellings that are not their own.
 They are dreaded and fearsome.
 Their justice and dignity go forth from themselves.
 Their horses are swifter than leopards,
 More fierce than the evening wolves.
 Their horsemen press proudly on.
 Their horsemen come from afar.
 They fly like an eagle, swift to devour.
 They all come for violence,
 all their faces forward.
 They gather captives like sand.
 At kings they scoff.
 ...At rulers they laugh.

They laugh at every fortress,
 For they pile up earth and take it.
 ...They sweep [in] like the wind and [they] go on [and on],
 guilty men whose ... might is their [own] god!¹

Worldview in a Wordview

- ❖ Hammas (*Hebrew*): *Random, Brutal, Senseless Violence; e.g.: a Drive-By Shooting, Child-Abuse, or Terrorism*
- ❖ Hamas (*Arabic*): *Strength, Valor, Honor; i.e.: Violent Repression, Dictatorial Control, Totalitarian Suppression*

Mesopotamian Government

Tribalism

- ❖ *Linguistic Divisions*
- ❖ *Geographical Differences*
- ❖ *Cultural Distinctions*

City-States

- ❖ *Agrarianism*
- ❖ *Commercialism*
- ❖ *Urban Locus*

Proto-Federalism

- ❖ *Co-Belligerency*
- ❖ *Sectionalism*
- ❖ *Military Suzerainty*

Provincialism

- ❖ *Federal Zones of Influence*
- ❖ *Natural Alliances*
- ❖ *Enterprise Partner Zones*

Centralization

- ❖ *Opportunity and Prosperity*
- ❖ *Roads and Conveniences*
- ❖ *Peace, Security, and Safety*

¹ Habakkuk 1:5–11, ESV

Imperialism

- ❖ *Control and Diversity*
- ❖ *Colonial Conquest*
- ❖ *Deportation and Dislocation*

Mesopotamian Technology

Defensive Militias

- ❖ *Hearth and Home*
- ❖ *Motherland*
- ❖ *Commercial Interests*

War and Politics

- ❖ *Econocracy*
- ❖ *Might Makes Right*
- ❖ *Fear and Presumption*

Feudal Garrisons

- ❖ *Professional Soldiers*
- ❖ *Trade Routes and Markets*
- ❖ *Spy Networks*

Mesopotamian Military Technology

Technical Precision

- ❖ *Infantry*
- ❖ *Bowmen*
- ❖ *Cavalry*
- ❖ *Armory*
- ❖ *Metallurgy*
- ❖ *Siege Works*
- ❖ *Walls*

Field Strategy

- ❖ *Massing*
- ❖ *Flanking*
- ❖ *Phalanxing*

Mesopotamian Literature

The great Nebuchadnezzar, the king of Babylonia, ordered that all the youths be educated in the literature and language of the Chaldeans.

~Daniel 1:4

Information Technology

Visual

- ❖ *Images*
- ❖ *Cave Pictograms*

Oral

- ❖ *Narratives*
- ❖ *Campfire Tales*

Tabulative

- ❖ *Inventories*
- ❖ *Accounting Files*

Mythic

- ❖ *Epics and Fables*
- ❖ *Upanaipaul*

Literate

- ❖ *Stories and Histories*
- ❖ *Gilgamesh*

Literary

- ❖ *Classic Literature*
- ❖ *Job and Daniel*



Lord, remind us again and again where ideas come from, what they mean, how they matter. Never let us get to the place where there is not an answer to the question why. I pray for every one of these students. I pray that you would cause them to be constantly provoked to think; enable them to answer, to wrestle with, the question why. I pray that you would root them in a worldview of connectedness, of covenantal certainty that would cause them to be a people altogether apart. For I pray this in Jesus' name. Amen.

Lesson 11

Hamasantal Babylonian Culture

Lesson Synopsis

A *hamasantal* culture manifests all the characteristics of the city of man. We've talked a little bit about what a hamasantal worldview means, but how would that change the way a building is designed or the kind of art that we think is appropriate for public places? When we study the world of Antiquity, part of the goal here is for us to see our own world even as we begin to understand why they built the pyramids and why they built the ziggurats, why the walls of Nineveh were wide enough for chariot races seven chariots abreast.

Opportunity

No. 5

Lesson Topics

the hamasantal worldview's influence on Babylonian art, architecture, and literature

Primary Source Material

none for this lesson

Vocabulary

philanthropic, generic, bureaucracy, perpetuation, distill, disseminate, exegesis, objectively, regime, mentor, comprehensive, abyss, resolve, irony, tantalize, anticipation, convey, consolidation, accommodation, acclimate, prominent, labyrinth/labyrinthine, chiastic, subjective, pawn, essence, nihilism, vindication, implication, seethingly, insignificant, infinitely, immortalize, *cultus*, intricate, metaphysical, aesthetics, utilitarian, justification, garish, deceptively, reinforce, triumphal, stele,

Timeline

none for this lesson



Hamasantal Babylonian Culture

Nebuchadnezzar, walking on the roof of his palace said, "Is this not the marvel of Babylon, which I have built by my own power for the glory of my own great majesty?"

~Daniel 4: 29-30

A *hamasantal* culture manifests all the characteristics of the city of man. It's based upon the ideas of might makes right, and if you want something, you've gotta grab it. You've gotta make yourself number one. You've got to go for all the gusto that you can get 'cuz you only go around once in life. You've got to assert yourself. You've got to make sure that you exercise every power that you can in order to achieve success. It's a pretty familiar worldview. Today, we're going to look at the idea of *hamasantal* culture through a particular lens: art and architecture. We've talked a little bit about what a *hamasantal* worldview means—the exercise of the authority of a *nam lugal*, but how would that change the way a building is designed or the kind of art that we think is appropriate for public places? Is beauty in the eye of the beholder, or do our notions of beauty actually flow from a more unconscious worldview orientation? Is it possible to have a *hamasantal* worldview and not even know it? That's what we'll be talking about today.¹

4 October

- ❖ *1828: Sir Walter Scott began writing his three-volume Tales of a Scottish Grandfather.*
- ❖ *1862: Edward L. Stratemeyer was born.*
- ❖ *1895: Alfred Nobel drew up the plans for his famous philanthropic prizes.*
- ❖ *1931: The Dick Tracy comic strip debuted.*
- ❖ *1940: Adolf Hitler and Benito Mussolini met for the Brenner Pass Conference.*
- ❖ *1957: The Space Race began when the Soviet Union successfully launched the Sputnik.*

The Hegemony of Babylonian Culture

The great Nebuchadnezzar, the king of Babylonia, ordered that all the youths be educated in the literature and language of the Chaldeans.

~Daniel 1:4

Elements of a Myth

- ❖ *Epic Narrative: Larger than life journey*
- ❖ *Virtuous Hero: Character against circumstance*
- ❖ *Ultimate Quest: A grand adventure*
- ❖ *Tested Virtue: Values under constant assault*
- ❖ *Supernatural: Gods toss men like dice*
- ❖ *Dramatic Irony: Reader privy to what the hero is not*
- ❖ *Moral Victory: Against all odds, the hero prevails*

¹ The high-quality video recording (from which the audio recordings come) wasn't started until after Dr. Grant had said the above paragraph, but I thought it was a good introduction to what he would be speaking about, so I included it in both the *Instructor's Guide* and the *Student Syllabus*. Ed.

Contrasting Worldviews

The Covenantal or Biblical Worldview

- ❖ *The City of God*
- ❖ *One and Many*
- ❖ *Organic*
- ❖ *Familial*
- ❖ *Succession*
- ❖ *Inheritance*

The Hamasantal or Babylonian Worldview

- ❖ *The City of Man*
- ❖ *One or Many*
- ❖ *Structural*
- ❖ *Tribal*
- ❖ *Consolidation*
- ❖ *Accumulation*

Babylonian Culture

- ❖ *Epic: Gargantuanism*
- ❖ *Hero: Immortalizing the Nam Lugal*
- ❖ *Quest: Labyrinthine*
- ❖ *Virtue: Subjective Ethics*
- ❖ *Supernatural: Ontologically Insignificant*
- ❖ *Irony: Epistemological Unconsciousness*
- ❖ *Moral: Victory and Vindication*

Babylonian Art and Architecture

Arise, go to Nineveh, that great city, and call out against it. So Jonah arose. Now Nineveh was an exceedingly great city, three days' journey in breadth.

~Jonah 3:2-3

- ❖ *Epic: Legendary Gargantuanism*
- ❖ *Hero: Immortalizing the Nam Lugal*
- ❖ *Quest: Labyrinthine Machine*

- ❖ *Virtue: Subjective Aesthetics*
- ❖ *Supernatural: Spiritual Intrusion and Justification*
- ❖ *Irony: Subjects Unaware*
- ❖ *Moral: Victory, Virtue, and Vindication*



Lord, I thank you for these students, for the bricks that they will lay, for the eyes that you're giving them to see, the discernment to be able to read their world. I pray, Lord, that as we walk through this year together, you would give us new insights at every turn, whether it's an insight into why the modern world is still stuck in a labyrinth or why we think massive box stores are a sign of success and prosperity, why we apply the same standards of a hamasantal, City-of-Man world-view even to things like the Church, and then how we can right ourselves to see in a more biblical fashion. We pray all this with hope for the future because the Gospel is true, in Jesus' name. Amen.

Lesson 12

Abraham and the Patriarchs: Wandering Nation

Lesson Synopsis

We're going to look at the civilizations of Mesopotamia through the lens of the life of Abraham, who journeyed through the land between the great waters, the great alluvial plain of the Fertile Crescent, and had a tremendous amount of interaction between the world of Mesopotamia and the world of Egypt. So he became a kind of bridge between those two great civilizations. From Abraham, we begin to understand how narrative history works because God is measuring things in terms of his redemptive line, marked out by covenantal succession. It's the primary means by which we do the work of history. This is huge and is one of the most important things you can ever learn as you begin to examine the perspectives of the storytellers of our time.

Opportunity

none for this lesson

Lesson Topics

the life of Abraham

Primary Source Material

Genesis chapters 11–24

Vocabulary

foray, segue, flounder (v.), patriarch, afford, highway, mercurial, innately, extension, credit (v.), unilaterally, *nam lugal* (review from past lessons), pinnacle, horde, perpetuity, enmity, peculiarity, retinue, antithesis, providential, distinguish, linear, cyclical, repetitive, discernment, initiative, consistent, paradigm, litmus test, ebenezer, digression, fugitive, sanctuary, objective, precede

Timeline

none for this lesson



Abraham and the Patriarchs:

Wandering Nation

Go from your country and from your kindred and from your father's house to the land I will show you. And I will make of you a great nation and I will bless you and make your name great.
~Genesis 12:1-2

October

- ❖ *1244: Muslim Khwarazmian Tartars sacked Jerusalem and slaughtered the local population.*
- ❖ *1571: The naval battle array of Lepanto was established in the Adriatic Sea.*
- ❖ *1831: The Egyptian Caliph captured most of the Ottoman Levant and slaughtered the Jews in Jerusalem, Acre, and Galilee.*
- ❖ *1939: Adolf Hitler reaffirmed an alliance between Aryans and Arabs.*
- ❖ *1973: The Arab-Israeli Yom Kippur War began.*
- ❖ *1981: Anwar Sadat was assassinated.*
- ❖ *Steve Jobs: 1955-2011*

Abraham's Mesopotamian Migration

The Doubt of Abraham

His Faith

- ❖ *Believed God: Righteousness*
- ❖ *Father of All Who Believe*
- ❖ *Christianity, Judaism, Islam*

His Doubt

- ❖ *Nations Blessed*
- ❖ *Sarah's Barrenness*
- ❖ *Indentured Concubine: Hagar*

His Conflict

- ❖ *Ishmael and Isaac*
- ❖ *Flesh and Spirit*

- ❖ *Enmity Ever Since*

Toledoths and the Antithesis

- ❖ *The Shemites and the Hamites & Japethites*
- ❖ *Terah and Ur of the Chaldees*
- ❖ *Abram and Haran & Nahor*
- ❖ *Abraham and Chedorlaomer & Lot*
- ❖ *Isaac and Ishmael*
- ❖ *Jacob and Esau*

The Call of Abraham

His Promise

- ❖ *Father of a Multitude*
- ❖ *Everlasting Covenant*
- ❖ *Landed Possession*

Land and Faith

- ❖ *Place for Worship*
- ❖ *Place for Rest*
- ❖ *Place for Work*

Abraham's Patterns of Faith

Digression

- ❖ *Lost Sanctuary*
- ❖ *Lost Homeland*
- ❖ *Lost World*

Redemption

- ❖ *Renewing Worship*
- ❖ *Recovering the Homeland*
- ❖ *Restoring the World*

Practical Application

- ❖ *Patterns for Objectivity*
- ❖ *Patterns for Cultural Change*
- ❖ *Patterns for Integration*



Lord, we do thank you for the patterns that Abraham, in his faith and in his doubt, shows us. We thank you that in very many ways he's our ebenezer. He's a great rock that stands in the center of all of history that we can lay hold of and see practical, objective, integrative patterns for our lives, for our work, for our faith, in the sanctuary, at home, and in the world. Lord, I pray for every one of the students and I ask you to bring that objectivity and that integration to bear, and I pray that you would use them, each one of them in their own spheres not to be nam lugals of technology or design or communications or entertainment. Lord, would you use them to change the world for the long haul? I pray this in Jesus' name. Amen.

Lesson 13

The Civilizations of Egypt: Majesty and Mystery

Lesson Synopsis

Egypt was one of the most splendid and glorious of all civilizations, but was constantly weighed down and marked by fallenness. Egypt remained a bulwark of stability, when in Mesopotamia, great empires rose and fell. Nebuchadnezzars, standing on the precipice of their palaces one day, would find themselves wandering in the wilderness the next, but Egypt seemed to live on and on and on, but in fact, the civilizations of Egypt were quite varied and went through tumultuous changes.

Opportunity

No. 6

Lesson Topics

the history of the various dynasties and kingdoms of Egypt, the structure of Egyptian government

Primary Source Material

none for this lesson

Vocabulary

archaic, cartographical, alluvial, cosmic, stability, quarrying, preeminence, resurgence, monolithic, fiat, vizier, administrator, nomarch, scribe, delegate, servile, propaganda, debased (adj.), refined (adj.), subtle, inculcation, manifesto, precedence, federally, covenantally, chain of being, static, abstraction, evident, hierarchical, mete, arbitrary, connote, subsume, allude, ethical, standards, unilateral, egalitarian, enliven

Timeline

- ❖ 3100–2890 B.C.: Upper Egypt
- ❖ 3200–2686 B.C.: Lower Egypt
- ❖ 2686–2181 B.C.: Egyptian Old Kingdom
- ❖ 2181–2040 B.C.: Egyptian intermediate period
- ❖ 2040–1786 B.C.: Egyptian Middle Kingdom
- ❖ 1786–1550 B.C.: Egyptian intermediate period
- ❖ 1550–1085 B.C.: Egyptian New Kingdom
- ❖ 1085–30 B.C.: Egyptian intermediate Period
- ❖ 356–323 B.C.: Alexander the Great



The Civilizations of Egypt:

Majesty & Mystery

*“Look on my works, ye mighty, and despair!”
...Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.
~Ozymandias, by Percy Bysshe Shelley*

Today, we will take a look at one of the most splendid and glorious of all civilizations, but which was constantly weighted and marked by fallenness.

Napoleon, in 1799, when he first laid eyes on the pyramids, said “From the heights of [the] pyramids 40 centuries look down upon us and scorn.” It’s hard to imagine all the splendor and majesty of the civilizations of ancient Egypt without having some sense of awe, and yet, at the same time, reflecting a bit on the words of the poem “Ozymandias”.

“Look on my works, ye mighty, and despair!”
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.¹

11 October

- ❖ 1492: Christopher Columbus caught a glimpse of land in the “New World”.
- ❖ 1531: The reformer of Zurich, Ulrich Zwingli, was killed at the Battle of Kappel.
- ❖ 1779: Pulaski was killed at the Battle of Savannah.
- ❖ 1899: Winston Churchill sailed to South Africa.
- ❖ 1890: The Daughters of the American Revolution was founded in Washington, D.C.
- ❖ 1962: Vatican II was convened by Pope John XXIII.
- ❖ 1998: Auschwitz martyr, Edith Stein, was canonized as a Catholic saint.

¹ The high-quality video recording (from which the audio recordings come) wasn’t started until after Dr. Grant had said the above, but I thought it was a good introduction to what he would be speaking about, so I included it in both the *Instructor’s Guide* and the *Student Syllabus*. Ed.

Majesty and Mystery

Across the Ages: Chronology

- ❖ *Upper Egypt: 3100–2890 B.C., Hieraconopolis, Gradual Unification*
- ❖ *Lower Egypt: 3200–2686 B.C., Buto, Gradual Unification*
- ❖ *Old Kingdom: 2686–2181 B.C., Thinnis, Pyramids*
- ❖ *Intermediate Period: 2181–2040 B.C., Memphis, Papyrus*
- ❖ *Middle Kingdom: 2040–1786 B.C., Thebes, Abraham*
- ❖ *Intermediate Period: 1786–1550 B.C., Fayum, Joseph*
- ❖ *New Kingdom: 1550–1085 B.C., Memphis/Thebes, Exodus*
- ❖ *Intermediate Period: 1085–30 B.C., Fayum, Shishank*

Old Kingdom, 2686–2181 B.C.

- ❖ *Put*
- ❖ *Buto*
- ❖ *Agriculture*
- ❖ *Djoser*
- ❖ *Mizraim*
- ❖ *Hieracon*
- ❖ *Quarrying*
- ❖ *Cheops*
- ❖ *Empira*
- ❖ *Thinnis*
- ❖ *Pyramids*
- ❖ *Imhotep*

Intermediate Period, 2181–2040 B.C.

Middle Kingdom, 2040–1786 B.C.

- ❖ *Ka*
- ❖ *Memphis*
- ❖ *Security*
- ❖ *Pepi*
- ❖ *Kaure*



Map of ancient Egypt, by Jeff Dahl
(CC BY-SA 3.0)

- ❖ *Thebes*
- ❖ *Tyranny*
- ❖ *Amenemhet*
- ❖ *Saite*
- ❖ *Karnak*
- ❖ *Transport*
- ❖ *Senusret*

Intermediate Period, 1786–1550 B.C.

New Kingdom, 1550–1085 B.C.

- ❖ *Hyksos*
- ❖ *Thebes*
- ❖ *Warfare*
- ❖ *Moses*

- ❖ *Hyls*
- ❖ *Memphis*
- ❖ *Trade*
- ❖ *Ramses*

Mastaba Monolith

Ma'at and Biblical Governments²

Ma'at Government (Top Down)	
Pharaohic	Fiat
Vizieric	Manage
Nomarchic	Administer
Scribal	Enforce
Servile Laborers	

Jehovah God	
Civil	Justice
Ecclesial	Grace
Familial	Wisdom
Self	Virtue
Biblical Government (Bottom Up)	

Ma'at Government (Top Down)

- ❖ *Pharaohic: Fiat*
- ❖ *Vizieric: Manage*
- ❖ *Nomarchic: Administer*
- ❖ *Scribal: Enforce*
- ❖ *Servile Laborers*

Biblical Government (Bottom Up)

- ❖ *Self: Virtue*
- ❖ *Familial: Wisdom*
- ❖ *Ecclesial: Grace*
- ❖ *Civil: Justice*

Ma'at's Fruit: Tyrannical Awe

A Contrast in Distinctives

Hierarchical Jurisdictions

- ❖ *Arbitrary and Traditional*

² The following table shows the relationships Dr. Grant talks about in this part of the lecture. The headings have also been included below for note taking purposes. *Ed.*

- ❖ *Hamasantal Power*
- ❖ *Impersonal Authority*
- ❖ *Society Subsumed*
- ❖ *Top Down*

Biblical Government

- ❖ *Overlapping Jurisdictions*
- ❖ *Ethical and Judicial*
- ❖ *Covenantal Accountability*
- ❖ *Personal Calling*
- ❖ *State Subsumed*
- ❖ *Bottom Up*



Lord, we are grateful that there's nothing new under the sun, whatsoever things have been done are those things which we behold even now. We thank you that you have given us in the gospel, in the spheres of biblical responsibility, at antidote to the crushing weight of the fallenness of human societies. Remind us every time we look at hieroglyphics, every time we lay eyes on a mummy or a sarcophagus or a great burial chamber laden with gold, remind us again and again and again that it is the gospel that is true, the gospel that sets us free, the gospel that brings the greatest glory and splendor of all. We pray all of this, with thanksgiving, in the name of Christ. Amen and amen.

Hermes Trismegistus

Still through Egypt's desert places
 Flows the lordly Nile,
 From its banks the great stone faces
 Gaze with patient smile.
 Still the pyramids imperious
 Pierce the cloudless skies,
 And the Sphinx stares with mysterious,
 Solemn, stony eyes.

But where are the old Egyptian
 Demi-gods and kings?
 Nothing left but an inscription
 Graven on stones and rings.
 Where are Helios and Hephaestus,
 Gods of eldest eld?
 Where is Hermes Trismegistus,
 Who their secrets held?

Where are now the many hundred
 Thousand books he wrote?
 By the Thaumaturgists plundered,
 Lost in lands remote;
 In oblivion sunk forever,
 As when o'er the land
 Blows a storm-wind, in the river
 Sinks the scattered sand.

Something unsubstantial, ghostly,
 Seems this Theurgist,
 In deep meditation mostly
 Wrapped, as in a mist.
 Vague, phantasmal, and unreal
 To our thought he seems,
 Walking in a world ideal,
 In a land of dreams.

Was he one, or many, merging
 Name and fame in one,
 Like a stream, to which, converging
 Many streamlets run?
 Till, with gathered power proceeding,
 Ampler sweep it takes,
 Downward the sweet waters leading
 From unnumbered lakes.

By the Nile I see him wandering,
 Pausing now and then,
 On the mystic union pondering
 Between gods and men;
 Half believing, wholly feeling,
 With supreme delight,
 How the gods, themselves concealing,
 Lift men to their height.

Or in Thebes, the hundred-gated,
 In the thoroughfare
 Breathing, as if consecrated,
 A diviner air;
 And amid discordant noises,
 In the jostling throng,
 Hearing far, celestial voices
 Of Olympian song.

Who shall call his dreams fallacious?
 Who has searched or sought
 All the unexplored and spacious
 Universe of thought?
 Who, in his own skill confiding,
 Shall with rule and line
 Mark the border-land dividing
 Human and divine?

Trismegistus! three times greatest!
 How thy name sublime
 Has descended to this latest
 Progeny of time!
 Happy they whose written pages
 Perish with their lives,
 If amid the crumbling ages
 Still their name survives!

Thine, O priest of Egypt, lately
 Found I in the vast,
 Weed-encumbered sombre, stately,
 Grave-yard of the Past;
 And a presence moved before me
 On that gloomy shore,
 As a waft of wind, that o'er me
 Breathed, and was no more.

Lesson 14

The Mystery of the Pyramids

Lesson Synopsis

The great pyramids are astonishing accomplishments. We don't know how they were built. We don't know why they were built. We don't know how they work. With the mathematical precision, the engineering prowess, and the architectural innovation, we have the perfect picture of *ma'at*—fear and trembling, firmly confirmed in all the people along the Nile Valley, for here is a perfect demonstration of the power and the authority of the pharaoh.

Opportunity

none for this lesson

Lesson Topics

the Great Pyramid, its construction, theories about its reasons for being built

Primary Source Material

none for this lesson

Vocabulary

discursus, expedient, infiltrate, aesthetics, parody (v.), ambiguous, ostentation, gaudy, stratification, pragmatism, hierarchicalism, bureaucracy, mystical, demonstrative, propaganda, chronicler, mausoleum, acoustics/acoustical, hydraulic, sonic, infrared, hydroponic, quarry, agglomeration, portal, stylize, alignment, conspiracy, emblem

Timeline

none for this lesson



The Mystery of the Pyramids

From the heights of these Pyramids, forty centuries look down on us.
~Napoleon Bonaparte

18 October

- ❖ *1534: Alessandro Farnese was elected the Bishop of Rome. He took the name of Paul III.*
- ❖ *1685: The “Sun King,” Louis XIV of France, revoked the Edict of Nantes.*
- ❖ *1767: The Mason-Dixon Line was drawn in order to resolve a long-standing colonial border dispute.*
- ❖ *1961: The classic musical, West Side Story, premiered at the Rivoli Theater.*
- ❖ *1989: The ruthless Communist dictator, Erich Honecker, was ousted as the president of East Germany after weeks of protests.*

Egyptian Distinctiveness

Egyptian Obviousness

Egyptian Ostentation

Egyptian Pragmatism

Egyptian Hierarchicalism

Egyptian Mechanicalism

Egyptian Mysticism

Egyptian Aesthetics

- ❖ *Distinctiveness: Unmistakable and Unforgettable*
- ❖ *Obviousness: Unambiguous and Forthright*
- ❖ *Ostentation: Gaudy and Demonstrative*
- ❖ *Pragmatism: Efficient and Practical*

- ❖ *Hierarchicalism; Reinforcing the Stratified Ma'at*
- ❖ *Mechanicalism; Engineered Machinery*
- ❖ *Mysticism: Processes and the Chain of Being*

The Seven Wonders of Antiquity

- ❖ *1: The Great Pyramid of Giza*
- ❖ *2: The Hanging Gardens of Babylon*
- ❖ *3: The Temple of Artemis at Ephesus*
- ❖ *4: The Statue of Zeus at Olympia*
- ❖ *5: The Mausoleum at Halicarnassus*
- ❖ *6: The Colossus of Rhodes*
- ❖ *7: The Pharos of Alexandria*

The Great Pyramid

Pyramid Theories

Construction

- ❖ *100,000 Men Over 23 Years*
- ❖ *Sonic or Hydraulic Lifts*
- ❖ *Ramps: Linear or Tiered*
- ❖ *Internal Circular Ramp*

Engineering

- ❖ *Mathematical Precision*
- ❖ *Architectural Innovation*
- ❖ *Quarrying and Transport*
- ❖ *Agglomeration*

Pyramid Theories

- ❖ *Burial Monuments: Pharaoh's Portal into the Afterlife*
- ❖ *World Model: A Stylized Map of the Earth*

- ❖ *Solar Clock : A Means of Measuring Hours*
- ❖ *Celestial Calendar: A Means of Measuring Months*
- ❖ *Constellation Chart: A Mathematical Map of the Stars*
- ❖ *Solar Lamp: A Reflection Field*
- ❖ *Hydraulic Pump: An Intricate Irrigation System*
- ❖ *Power Generator: A Powerful Energy Producer*
- ❖ *Sonic Generator: A Massive Sound Machine*
- ❖ *Sonic Weapon: A Powerful Acoustical Defense*



Lord, remind us about two great facts that again and again we run up against: man is made, imago dei, an astonishingly creative sub-regent, co-regent in the midst of this poor fallen world, able to accomplish great things, yet at the same time, man is fallen, broken, given over to the dust and decay of time. Remind us then, of what actually matters. Remind us, Lord God, of how we are to utilize our days for the purposes of a glory that is not diminished by the sands of time or the winds of change. We pray all of this, with thanksgiving in Jesus' name. Amen.

Lesson 15

The Gods of Egypt and the Exodus

Lesson Synopsis

We're going to be taking a look at the civilization of Egypt through a slightly different light. We're going to look at their mythology and their gods, and we're going to see how the mythology, the pantheon of the Egyptians, directly corresponds with both the Ten Commandments and the ten plagues of Egypt.

Opportunity

No. 7

Lesson Topics

The Egyptian pantheon, the Exodus, the Ten Commandments

Primary Source Material

Exodus 5–20

Vocabulary

doggerel, vile (archaic), charlatan, iconoclasts, infamy, equivalency, obscure, anthropomorphize, misconstrue, apologetics, inundation, voluptuous, resurgence, connive, manipulate, Lothario, syncretistic, metaphysics, epistemology, ontology, *cultus*, ecclesiastical, stratification, comprehensive, happenstance, correlation, simplistic, associations, holistically

Timeline

none for this lesson



The Gods of Egypt and the Exodus

I will surely pass through all the land of Egypt and on every one of the gods of Egypt I will execute judgment; for I am the Lord God over the whole of the earth.

~Exodus 12:12

25 October

- ❖ *1400: Geoffrey Chaucer died in London and was buried in Westminster Abbey.*
- ❖ *1415: England's King Henry V defeated the overwhelming force of French army in the fields of Agincourt on St. Crispin's Day.*
- ❖ *1760: Britain's George III succeeded his grandfather as king.*
- ❖ *1854: The Charge of the Light Brigade took place during the Crimean War.*
- ❖ *1881: Pablo Picasso was born near Barcelona.*

Equivalent Pantheons

Greek	Roman	Babylonian	Canaanite
<i>Zeus</i>	<i>Jupiter</i>	<i>Marduk</i>	<i>Baal</i>
<i>Hera</i>	<i>Juno</i>	<i>Ishtar</i>	<i>Ashtera</i>
<i>Athena</i>	<i>Minerva</i>	<i>Nabu</i>	<i>Tabbeu</i>
<i>Aphrodite</i>	<i>Venus</i>	<i>Sumuqan</i>	<i>Soshan</i>
<i>Ares</i>	<i>Mars</i>	<i>Ashur</i>	<i>Ishum</i>
<i>Poseidon</i>	<i>Neptune</i>	<i>Ea</i>	<i>Apsu</i>
<i>Hephaistos</i>	<i>Vulcan</i>	<i>Mummu</i>	<i>Gushkin-banda</i>
<i>Hades</i>	<i>Pluto</i>	<i>Tiamat</i>	<i>Ereshkigal</i>

The Egyptian Pantheon

- ❖ *Hapi/Isis: Goddess of the Nile, Bearer of the Regal Red Cloak*
- ❖ *Heqet: Goddess of Birth, Woman with a Frog's Head*
- ❖ *Set: God of the Desert, Half Man/Half Gnat*
- ❖ *Ra: God of the Sun, Man with a Fly's Head*
- ❖ *Hathor/Apis: Goddess of Livestock, Woman with Cow's Head/Bull*
- ❖ *Sekhmet/Sunu: Goddess of Disease, Conspirators and Murderers*
- ❖ *Nut: Goddess of the Sky, Seductress of the Pantheon*
- ❖ *Osiris: God of Crops, Conniving Thief*

- ❖ *Horus: God of the Day and Calendar, False Witness and Liar*
- ❖ *Min/Pharaoh: God of Fertility, Covetous, Greedy, and Vain*

Egyptian Religious Distinctives

Syncretism

- ❖ *Adaptive and Evolutionary*
- ❖ *Spiritual Ma'at Hierarchy*
- ❖ *Ra and Amun Become Amon-Ra*

Afterlife

- ❖ *Resources for the Journey*
- ❖ *Anubis and Reuniting the Ka and the Ba*
- ❖ *The Book of the Dead*

Cultus

- ❖ *The Sons of Ra*
- ❖ *Priests and Priestesses*
- ❖ *Magicians, Occultists, and Sorcerers*

Executing Judgement

- ❖ *Hapi/Isis, Nile's Blood, Have No False Gods*
- ❖ *Heqet, Frogs, Do Not Make False Images*
- ❖ *Set, Gnats, Do Not Take God's Name*
- ❖ *Ra, Flies, Keep the Lord's Day*
- ❖ *Hathor/Apis, Livestock, Honor Your Father and Mother*
- ❖ *Sekhmet/Sunu, Boils, Do Not Murder*
- ❖ *Nut, Hail, Do Not Commit Adultery*
- ❖ *Osiris, Locusts, Do Not Steal*
- ❖ *Horus, Darkness, Do Not Lie*
- ❖ *Min/Pharaoh, First Born, Do Not Covet*



Lord, I thank you that you draw the line so clearly, so straightly, so powerfully, that you reveal all things everywhere comprehensively. Show us how to think worldviewishly about the Bible, about our world, about current events. Enable us to sort out truth from error. Enable us to see through the devil's attempt at telling stories that he's only stolen, diminished, and distorted. We pray all this with thanksgiving, in Christ's name. Amen.

Lesson 16

Israel and History

Lesson Synopsis

Today we're making the full transition from Egypt to Israel in the world of Antiquity, but you'll notice that the title of the lecture today is not "Israel's History" but rather "Israel *and* History"; we're going to focus on the transformation of the way people understand time, the flow of events, because of Israel.

Opportunity

none for this lesson

Lesson Topics

ancient and modern approaches to history; Israel's influence on how we view history today; an overview of the history of Israel, from Abraham to the end of the Kingdom in 70 A.D.

Primary Source Material

the whole Bible, from Genesis to Revelation

Vocabulary

commemoration, martyr, disreputable, succeed, replica, monolith, commemorate, tenacious, venerable, unrivaled, pious, tenuous, irrevocably, transformational, incomprehensible, haphazard, peripatetic, obscurity, indecipherable, trajectory, linear, providential, reducible, sensorium, vocation, replete, chauvinism, xenophobia, progenitor, oblivion, historicist, uniformitarian, scientism, predestination, ideological, rationalist, cohort, moral philosophy, inheritance, touchstone, parameter, didactic, paradigm, attribute (n.), temporal, tabernacle, terebinth, fragmentation, commonweal/commonwealth, clamor, lamentable, tumultuous, interregnum, ignominy, vested, intricacy, antecedent, Ichabod, regent

Timeline

- ❖ c. 2100 B.C.: God's covenant with Abraham
- ❖ c. 1875 B.C.: Joseph
- ❖ c. 1875–1445 B.C.: Israel's First Captivity
- ❖ c. 1445–1043 B.C.: Israel's Commonwealth
- ❖ c. 1043–931 B.C.: the United Kingdom of Israel
- ❖ c. 931 B.C.: separation of Israel into northern and southern tribes
- ❖ c. 722 B.C.: Northern tribes conquered by Assyria
- ❖ c. 586 B.C.: Southern tribes conquered by Babylonians
- ❖ c. 538–400 B.C.: Third Captivity
- ❖ c. 400 B.C.–A.D. 70: Cessation of Israel



Israel and History

I will bless you and make your name great. I will bless those who bless you and curse those who curse you.
~Genesis 12

1 November

- ❖ *All Saints Day*
- ❖ *1604: Shakespeare's Othello premiered.*
- ❖ *1765: The Stamp Act went into effect.*
- ❖ *1800: John Adams moved into the White House.*
- ❖ *1870: The U.S. Weather Bureau first reported.*
- ❖ *1913: Knute Rockne transformed football with the innovation of the forward pass.*
- ❖ *1952: The first hydrogen bomb was tested.*
- ❖ *1989: East Germany opened its border with Czechoslovakia.*

Blessing and Cursing

Application of Historical Perspectives

Chaotic

- ❖ *Babylonian: Haphazard/Random*

Peripatetic

- ❖ *Egyptian: Episodic/Impersonal*

Cyclical

- ❖ *Greeks: Mechanical/Fated*

Linear

- ❖ *Hebrew: Providential/Chronological*

Academic Approaches to History

Natural Historicist

- ❖ *Mere Data*
- ❖ *Reliance on Uniformitarian Scientism*

❖ *Rooted in Naturalism*

Ideological Rationalist

❖ *Emphasize Ideological Movements*

❖ *Primacy of Politics, Race, Class, and Economics*

Moral Philosophy

❖ *Universal and Objective Truths Applied Across Time*

❖ *Seeing Connections and Reasons*

The Land of Promise

Israel's Historical Parameters

	Covenant	Law	Land
<i>Model</i>	<i>Abraham</i>	<i>Moses</i>	<i>David</i>
<i>Locus</i>	<i>Mt. Moriah</i>	<i>Mt. Sinai</i>	<i>Mt. Zion</i>
<i>Image</i>	<i>Eden</i>	<i>Tabernacle</i>	<i>Temple</i>
<i>Event</i>	<i>Promise</i>	<i>Exodus</i>	<i>Kingdom</i>
<i>Paradigm</i>	<i>Land</i>	<i>Commands</i>	<i>Worship</i>
<i>Literature</i>	<i>Narrative</i>	<i>Law</i>	<i>Psalm</i>
<i>Government</i>	<i>Family</i>	<i>Ecclesia</i>	<i>Civil</i>
<i>Attribute</i>	<i>Friend</i>	<i>Judge</i>	<i>King</i>

Ancient Israel's History

Covenant, 2100–1875 B.C.

❖ *Abraham to Joseph*

❖ *Wandering in Wilderness*

❖ *Genesis*

First Captivity, 1875–1445 B.C.

- ❖ *Joseph to Moses*
- ❖ *Bondage in Egypt*
- ❖ *Exodus to Deuteronomy*

Commonweal, 1445–1043 B.C.

- ❖ *Joshua, Judges, Saul*
- ❖ *Conquest of the Promise*
- ❖ *Joshua to 1st Samuel*

Crown, 1043–931 B.C.

- ❖ *David and Solomon*
- ❖ *Consolidation of the Nation*
- ❖ *1-2 Samuel and 1 Kings*

Conflict, 931–722/586 B.C.

- ❖ *Rehoboam to Zedekiah*
- ❖ *Judah (2) and Israel (10)*
- ❖ *Kings, Chronicles, and Prophets*

Second Captivity, 722/586–538 B.C.

- ❖ *Jeremiah to Daniel*
- ❖ *Assyria (722); Babylon (586)*
- ❖ *Lamentations and Prophets*

Third Captivity, 538–400 B.C.

- ❖ *Zerubbabel to Malachi*
- ❖ *Restoration and Recovery*
- ❖ *Ezra and Nehemiah*

Cessation, 400 B.C.–A.D. 70

- ❖ *Malachi to Matthew*
- ❖ *Final Capitulation*
- ❖ *Apocrypha and Gospels*

Israel's History

And I will make an everlasting covenant with you and your descendants unto a thousand generations.

~Genesis 12

Patriarchs

- ❖ *Abraham*
- ❖ *Isaac*
- ❖ *Jacob*

Tribes

- | | |
|-------------------|---------------------|
| ❖ <i>Reuben</i> | ❖ <i>Asher</i> |
| ❖ <i>Simeon</i> | ❖ <i>Issachar</i> |
| ❖ <i>Levi</i> | ❖ <i>Zebulun</i> |
| ❖ <i>Judah</i> | ❖ <i>Joseph</i> |
| ❖ <i>Dan</i> | ❖ <i>(Manasseh)</i> |
| ❖ <i>Naphtali</i> | ❖ <i>(Ephraim)</i> |
| ❖ <i>Gad</i> | ❖ <i>Benjamin</i> |

Interregnum

- ❖ *Moses*
- ❖ *Joshua*

Judges

- | | | |
|------------------|--------------------|-----------------|
| ❖ <i>Caleb</i> | ❖ <i>Gideon</i> | ❖ <i>Ibzan</i> |
| ❖ <i>Othniel</i> | ❖ <i>Abimelech</i> | ❖ <i>Elon</i> |
| ❖ <i>Ehud</i> | ❖ <i>Tola</i> | ❖ <i>Abdon</i> |
| ❖ <i>Shamgar</i> | ❖ <i>Jair</i> | ❖ <i>Samson</i> |
| ❖ <i>Deborah</i> | ❖ <i>Jephthah</i> | |

Regents

- | | |
|-----------------|-----------------|
| ❖ <i>Eli</i> | ❖ <i>Joel</i> |
| ❖ <i>Samuel</i> | ❖ <i>Abijah</i> |

Judean Ban

- | | |
|--------------------|------------------|
| ❖ <i>Judah</i> | ❖ <i>Nahshon</i> |
| ❖ <i>Perez</i> | ❖ <i>Salmon</i> |
| ❖ <i>Hezron</i> | ❖ <i>Boaz</i> |
| ❖ <i>Ram</i> | ❖ <i>Obed</i> |
| ❖ <i>Amminadab</i> | ❖ <i>Jesse</i> |

First Dynasty

- ❖ *Saul*

- ❖ *Jonathan*
- ❖ *Mephibosheth*

Second Dynasty

- ❖ *David*
- ❖ *Solomon*
- ❖ *Rehoboam*

Judah's Kings

- | | |
|----------------------|---------------------|
| ❖ <i>Rehoboam</i> | ❖ <i>Jotham</i> |
| ❖ <i>Abijam</i> | ❖ <i>Ahaz</i> |
| ❖ <i>Asa</i> | ❖ <i>Hezekiah</i> |
| ❖ <i>Jehoshaphat</i> | ❖ <i>Manasseh</i> |
| ❖ <i>Jehoram</i> | ❖ <i>Amon</i> |
| ❖ <i>Ahaziah</i> | ❖ <i>Josiah</i> |
| ❖ <i>Athaliah</i> | ❖ <i>Jehoahaz</i> |
| ❖ <i>Joash</i> | ❖ <i>Jehoiakim</i> |
| ❖ <i>Amaziah</i> | ❖ <i>Jehoiachin</i> |
| ❖ <i>Uzziah</i> | ❖ <i>Zedekiah</i> |

Israel's Kings

- | | |
|-------------------|--------------------|
| ❖ <i>Jereboam</i> | ❖ <i>Jehu</i> |
| ❖ <i>Nadab</i> | ❖ <i>Jehohaz</i> |
| ❖ <i>Baasha</i> | ❖ <i>Jehoash</i> |
| ❖ <i>Elah</i> | ❖ <i>Jereboam</i> |
| ❖ <i>Zimri</i> | ❖ <i>Zechariah</i> |
| ❖ <i>Tibni</i> | ❖ <i>Shallum</i> |
| ❖ <i>Omri</i> | ❖ <i>Menachem</i> |
| ❖ <i>Ahab</i> | ❖ <i>Pekahiah</i> |
| ❖ <i>Ahaziah</i> | ❖ <i>Pekah</i> |
| ❖ <i>Joram</i> | ❖ <i>Hoshea</i> |



Father, thank you. We're so grateful that we are the heirs of an incredible transforming vision that makes a difference, a transforming difference in everything: the way we think, the way we feel, the way we dream, the way we mourn, the way we structure our work, and the way we structure our learning, the way we build our friendships and the way we have our families. Thank you for the freedom of a personal, covenantal, and providential world. I pray that we would grasp this, see it for its stunning innovation and beauty, and that you would grow us up into the fullness of the capstone of this world-view: life in Christ. We pray this in Jesus' name. Amen.

Lesson 17

Covenantalism and Israel

Lesson Synopsis

Covenant is a word you cannot escape if you read the Bible. If you look at the history of ancient Israel, the key to understanding how this ragtag band of a relatively minor tribal people in an impoverished sliver of land who never built a great civilization nevertheless influenced the shape and the character of the whole rest of the world and every civilization from pole to pole, across the equator, on every continent. The way that the sovereign God of the universe set apart his chosen people is that he unilaterally entered into covenant with them and thus reshaped everything that they were, everything that they thought, everything that they did.

Opportunity

No. 8

Lesson Topics

the various covenants God entered into with his people and the effects the fact of covenant had and has on our worldview.

Primary Source Material

Micah 6:1–8; Nehemiah, chapter 9; Exodus 19–23; Leviticus; Numbers; Deuteronomy; 1 Samuel, chapter 17; Ephesians, chapter 5; the minor prophets of the Old Testament

Vocabulary

covenant, optimistic, declarative, compendium, consensus, discrepancy, anthropocentric, succession, ascendancy, triune, federal, universal field theory, hierarchy, role, subservient, mediatorial, ethical, coherency

Timeline

none for this lesson



Covenantalism and Israel

If you would be careful to obey my voice and keep my covenant, then you shall be my treasured possession among the peoples for all generations.
~Exodus 19:5

3 November

- ❖ 1723: *Samuel Davies was born.*
- ❖ 1871: *Henry Morton Stanley found David Livingstone in Africa.*
- ❖ 1903: *Panama declared its independence.*
- ❖ 1940: *The American Ambassador to Japan warned of a surprise air and naval attack on the US.*
- ❖ 1948: *The Chicago Tribune announced the presidential victory of John Dewey.*
- ❖ 1989: *Egon Krenz promised sweeping economic and political reforms as Communist East Germany began to collapse.*

Contrasting Worldviews

- ❖ *Hamasantal (City of Man): One or Many, Structural, Tribal, Consolidation, Accumulation; Either Individual or Corporate; Impersonal; Anthropocentric.*
- ❖ *Covenantal (City of God): One and Many, Organic, Familial, Succession, Inheritance; Neither Individual nor Corporate; Personal; Theocentric*

Defining Covenant

- ❖ *The covenant is the personal, binding, structural relationship among the Persons of God and His people. It is thus the sovereignly-initiated, divine-to-human/human-to-divine/human-to-human social structure.*
- ❖ *The covenant is the means by which we approach, deal with, and know God as well as one another. It is the pattern of our relationship and our relationships, our community and our communities.*
- ❖ *It is the “universal field theory” of biblical theology.*

Biblical Covenants

	Primacy	Order	Ethics	Sanction	Promise
<i>Adamic</i>	<i>I Will</i>	<i>Rule</i>	<i>Work</i>	<i>Pain</i>	<i>Crush</i>
<i>Noahic</i>	<i>I Do</i>	<i>Fear</i>	<i>Multiply</i>	<i>Blood</i>	<i>Bow</i>

	Primacy	Order	Ethics	Sanction	Promise
<i>Abrahamic</i>	<i>I AM</i>	<i>Father</i>	<i>Perfect</i>	<i>Mark</i>	<i>Possess</i>
<i>Mosaic</i>	<i>Me</i>	<i>Priests</i>	<i>Decalog</i>	<i>Curse</i>	<i>Nation</i>
<i>Levitical</i>	<i>Myself</i>	<i>Sons</i>	<i>Jealous</i>	<i>Atone</i>	<i>Priests</i>
<i>Davidic</i>	<i>Mine</i>	<i>Kingdom</i>	<i>Build</i>	<i>Rod</i>	<i>Kindness</i>



O Father, we do thank you that you do not simply command us, you give us extraordinary callings, purposes, destinies. You've given us the means to accomplish these things. You poured out blessing upon the enterprises that they might be fully accomplished in your time, in your way, and you do this relationally for this great covenant made perfect in Christ Jesus, satisfied by his finished work. We give you thanks. We ask you to make us faithful people. We ask you to make us covenantal. We pray this in Jesus' name. Amen.

Lesson 18

The Literature of Israel

Lesson Synopsis

Israel had a remarkably distinctive worldview, a remarkably distinctive culture, and a remarkably distinctive history that was set apart from all the other civilizations of Antiquity. You would naturally expect that a culture, civilization, and history like that would produce a great literature, and, in fact, the literature Israel produced was perhaps its most distinctive contribution to the future civilizations that would follow in its footsteps. Its history, its culture, and its impact are largely related to this literature that it produced.

Opportunity

none for this lesson

Lesson Topics

hermeneutical rules for reading and understanding Scripture

Primary Source Material

the Bible

Vocabulary

affecting, regale, genealogy, covenantal, sanctity, emotive, multi-textured, evocative, competency, manifesto, precedent, tort, primogenitor, entrepreneurial, redeemer, annul, abrogate, precept, repentance, normative, hermeneutics, restoration, moralism, peculiarity, nuance, progressive, peripatetic

Timeline

none for this lesson



The Literature of Israel

*This book shall not depart from your mouth. You shall meditate on it day and night.
~Joshua 1:8*

8 November

❖ 1414: The Council of Constance was convened.

- ❖ *1731: Benjamin Franklin established the first circulating library in Philadelphia.*
- ❖ *1793: William Carey, the father of modern missions, landed in India.*
- ❖ *1923: Adolf Hitler attempted to take over Germany in his Beer-Hall Putsch.*
- ❖ *1933: Franklin Roosevelt created the Civil Works Administration—the C.W.A.*
- ❖ *1966: Ronald Reagan was first elected as the governor of California.*

The Library of Libraries

Biblical Literature

- ❖ *History: Recounting Deeds→Example: Pentateuch and Samuel*
- ❖ *Genealogy: Detailing Lineage→Example: Chronicles*
- ❖ *Prose: Relating Character→Examples: Job, Ruth, and Esther*
- ❖ *Poetry: Worship→Examples: Psalms and Lamentations*
- ❖ *Wisdom: Discernment→Examples: Proverbs and Ecclesiastes*
- ❖ *Didactae: Teaching→Examples: The Preaching Prophets*
- ❖ *Prophecy: Preparing→Examples: Predictive Prophets*

Law and Covenantal Purpose

- ❖ *Case Law: Precedent Law: Objective flexibility and situational uses of the moral, civil, and ceremonial law.*
- ❖ *Lex Talionis: Tort Law: An eye for an eye application of the law designed to provide both justice and fairness.*
- ❖ *Primogenitor: Inheritance Law: The entirety of the estate is passed down to the first born son in each family.*
- ❖ *Levirate Law: Succession Law: Keeping family covenant by ensuring the care for orphans and widows.*

Continuing Relevance

- ❖ *Usus Politicus: Ongoing Civil Application→Basis for Law and Justice*
- ❖ *Usus Pedagogus: Ongoing Tutorial Application→Drawing Us All to Jesus*
- ❖ *Usus Motivatus: Ongoing Motivation and Inspiration→Testimony to the Nations*
- ❖ *Usus Normativus: Ongoing Practical Application→Claiming the Promises*

Basic Hermeneutics

1. One Story

- ❖ *Creation*
- ❖ *Fall*
- ❖ *Redemption*
- ❖ *Restoration*

2. Details

- ❖ *Its Own Best Commentary*
- ❖ *The Word Interprets Itself*
- ❖ *Scripture Explains Scripture*

3. Context

- ❖ *Textual and Literary*
- ❖ *Symbolic*
- ❖ *Grammatical and Theological*

4. Revelation

- ❖ *Intended to Reveal*
- ❖ *The Most Obvious Sense*
- ❖ *Not Code*

5. Inspired

- ❖ *Every Detail Matters*
- ❖ *Names and Places*
- ❖ *Repetitions and Connections*

6. One Meaning

- ❖ *Multiple Applications*
- ❖ *Distinctions*
- ❖ *Indicatives and Imperatives*

7. Translations

- ❖ *Strengths and Weaknesses*
- ❖ *Greek and Hebrew*
- ❖ *Modern Languages*

8. Interpretation

- ❖ *Experience in Scripture*
- ❖ *History in Revelation*

❖ *Objective and Subjective*

9. Covenantalism

- ❖ *New Testament Hidden in the Old Testament*
- ❖ *Old Testament Revealed in the New Testament*
- ❖ *Progressive Not Peripatetic*

10. Nothing New

- ❖ *Beware of Innovations*
- ❖ *Steer Clear: Novelty*
- ❖ *Rich Legacy: Church*
- ❖ *Use Classic Commentaries*
- ❖ *Walk the Old Paths*

11. Submission

- ❖ *Read Prayerfully*
- ❖ *Study Humbly*
- ❖ *Seek the Holy Spirit's Guidance*



Lord, thank you. Thank you for giving us something solid, something that it is beautiful and believable. Thank you for assuring us of the truth when the swirl of untruth is all about us. We praise you and we thank you for your Word and ask you now to guide us as we seek it, hunger for it, and ultimately are subsumed in it. We pray this in Jesus' name. Amen.

Lesson 19

The Worship of Israel

Lesson Synopsis

A vision of transformation was, in many ways, the sort of world-transforming vision that the Israelites faced as they moved from the world of frozen Antiquity into a realm of progressive revelation and progressive transformation that made them the marvel of the ancient world. The real transformation of Israel and the way they saw themselves was in terms of their relationship to God and the progression of revelation of his presence and his covenant promises in worship.

Opportunity

No. 9

Lesson Topics

the various reformations in worship through the history of Israel; the feasts and festivals; the temple

Primary Source Material

Psalms 137:1–6; Genesis 15–17; Exodus 34:21; I Thessalonians 5:16–18; Leviticus 1–7 and 23; Numbers 28; Deuteronomy, chapter 16; Exodus 23; Numbers 28; Ephesians 6:14–17; Isaiah 11:5; Isaiah 59:17; Isaiah 52:7; Exodus 12:11; Psalm 120:4; Isaiah 61:10; Isaiah 49:2

Vocabulary

insidious, gnosticism, empirical rationalism, fragmentation, expulsion, rudimentary, regale, templar, theocentric, *cultus*, festival, feast, ingathering, indicative, imperative, correlate, enumerate, eradication, propitiation, consecration, plenary

Timeline

none for this lesson



The Worship of Israel

*Ascribe to the Lord the glory due to His Name. Worship the Lord in the splendor of His holiness.
~1 Chronicles 16:29*

10 November

- ❖ *432: St. Patrick arrived in Ireland to begin his missionary service.*
- ❖ *1483: The reformer Martin Luther was born in Eisleben, Saxony.*
- ❖ *1759: German poet, historian, and essayist, Friedrich von Schiller, was born in Marbach.*
- ❖ *1969: Sesame Street debuted on 170 PBS and 20 commercial TV stations.*
- ❖ *1951: Direct-dial coast-to-coast telephone service was offered to the public for the first time*

Revolutions in Israel's Worship

- ❖ *Edenic: Adam and Eve before the Fall*
- ❖ *Pre-Abrahamic: From Adam's Expulsion to Abram*
- ❖ *Pre-Mosaic: From Abraham to the Exodus*
- ❖ *Tabernacle: From the Exodus to the Gibeonites*
- ❖ *Davidic: Mt. Zion: Ark Access; Revel in Song*
- ❖ *Templar: Mt. Moriah: Unification of Tradition*
- ❖ *Synagogue: From A.D. 70 to the Present*

Israel's Feasts and Festivals

- ❖ *Sabbath, Seventh Day: Honor and Rest*
- ❖ *Passover, Nisan 14: Redemption*
- ❖ *First Fruits, Nisan 15-21: Thanksgiving*
- ❖ *Pentecost, Sivan 7: Empower¹*
- ❖ *Trumpets, Tishri 1: Glorification*
- ❖ *Atonement, Tishri 10: Atonement*
- ❖ *Booths, Tishri 15-20: Humility*
- ❖ *Sabbatical, Seventh Year: Mercy*
- ❖ *Jubilee, 50th Year: Justice*

¹ The dates listed on this and the following three headings are different than those you'll see on Dr. Grant's class slide on the video. When making the slide, he inadvertently repeated a date which shifted the succeeding dates. The corrected dates listed here were verified on <http://www.chabad.org/calendar/view/month.asp?tdate=4/8/2014>. Ed.

The Sacrifices of Israel

<i>Burnt Offerings</i>	<i>In Communion with God</i>	<i>Propitiation</i>	<i>Lev. 1; 6</i>
<i>Meal Offerings</i>		<i>Thanksgiving</i>	<i>Lev. 2; 6</i>
<i>Peace Offerings</i>		<i>Fellowship</i>	<i>Lev. 3; 7</i>
<i>Sin Offerings</i>	<i>For Communion with God</i>	<i>Cleansing and Purification</i>	<i>Lev. 4; 6</i>
<i>Trespass Offerings</i>		<i>Consecration and Holiness</i>	<i>Lev. 5; 7</i>



A model of Herod's Temple adjacent to the Shrine of the Book exhibit at the Israel Museum, Jerusalem; picture by Berthold Werner; image has been released into the public domain.

The Armor of God

Fasten the belt of truth...the breastplate of righteousness...the shield of faith...the helmet of salvation...and the sword of the Spirit.

~Ephesians 6:14-17

The Whole Armor of God

- ❖ *Belt of Truth (Isaiah 11:5)*
- ❖ *Breastplate of Righteousness (Isaiah 59:17)*
- ❖ *Shoes of Readiness (Isaiah 52:7; Exodus 12:11)*
- ❖ *Shield of Faith (Psalm 120:4)*
- ❖ *Helmet of Salvation (Isaiah 61:10)*
- ❖ *Sword of the Spirit (Isaiah 49:2)*



Jewish high priest wearing a *hoshen*, and Levites in ancient Judah, from *The History of Costume* by Braun & Schneider, c.1861–1880

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*Lord, we thank you for this remarkable vision. And we do pray that you would enable us to apply the lessons of Israel's history to our own lives, to our own work, and, ultimately, to our own future. We pray all this knowing that Christ Jesus—the satisfaction, the completion, the fulfillment of all of these things—is ever ready to bring the transformation of redemptive work into our lives, into our culture, into our churches, into our world. So we pray that we would turn our eyes upon Christ and away from ourselves, so that this glorious worldview may be realized in our midst. And we pray it in Jesus' name. Amen.*

## Lesson 20

# The Gift of the Jews

## Lesson Synopsis

One of the things that we have seen is that the clear definition, the difference between the city of man and the city of God, hinges on the idea of covenant. Covenant is one of the central themes and the central ideas that runs all through the Bible. This great distinctive set ancient Israel apart from all the other civilizations.

## Opportunity

none for this lesson

## Lesson Topics

the covenantal structure of ancient Israel in contrast to the hamasantal structure of other ancient civilizations

## Primary Source Material

Deuteronomy 28

## Vocabulary

apologetics, partition (v.), controversial, conspiracy, secularist, covenant, revelation, objective, hinge, sovereign, distinct, treaty, contract, theology, irony, specific, chaotic, democracy, corporate, anthropocentric, superfluous, appease, pantheon, roiling, visceral, cog, mediate/mediator, marginal, depraved, theocracy, radix/radices, spheres, sovereignty, jurisdiction, unintelligible, manifesto, confession of faith, primacy, prerogative, petition (v.), multidimensional, adversity, delegate, sanctity, adamant, euthanasia, delineation, unilaterally, ethics, sanctions, infectious, secular humanism, derive, magistrate, juridical, nullification, popular, radical, bedouin, interposition

## Timeline

none for this lesson



# The Gift of the Jews

*In you all the families of the earth shall be blessed.*  
~Genesis 12:3



## November 29

- ❖ *1799: American novelist Louisa May Alcott was born in Philadelphia.<sup>1</sup>*

Bronson Alcott was this kind of pioneer educator, who believed that the old New England-style of education inherited from the Puritans needed to be completely revamped. His ideas were picked up by other reformers along the way and became the basis of much of the philosophical framework for modern public education.

- ❖ *1898: Christian apologist, novelist, and medieval scholar Clive Staples Lewis was born in Belfast.*
- ❖ *1947: The UN called for the partitioning of Palestine.*
- ❖ *1961: Enos the chimp was launched into space.*
- ❖ *1963: The Warren Commission was appointed to investigate the assassination of President Kennedy.*
- ❖ *1989: The Czechoslovakian Communist Party relinquished power.*

## Defining Covenant

- ❖ *The covenant is the personal, binding, structural relationship among the persons of God and his people. It is thus the sovereignly-initiated, divine-to-human/human-to-divine/human-to-human social structure.*
- ❖ *The covenant is the means by which we approach, deal with, and know God as well as one another. It is the pattern of our relationship and our relationships, our community and our communities.*
- ❖ *It is the “universal field theory” of Biblical theology.*

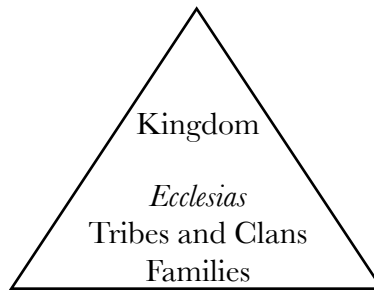
## Contrasting Worldviews

- ❖ *Hamasantal (City of Man): one or many, structural, tribal, consolidation, accumulation; either individual or corporate; impersonal; anthropocentric.*
- ❖ *Covenantal (City of God): one and many, organic, familial, succession, inheritance; neither individual nor corporate; personal; theocentric*

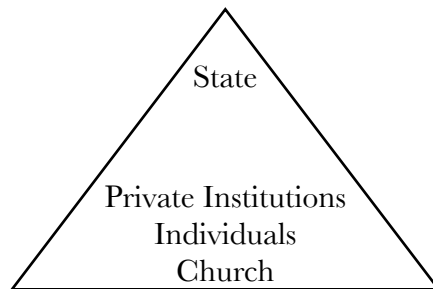
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<sup>1</sup> The recording started a bit late during this lecture. The This Day in History item about Louisa May Alcott only included the latter part in the recorded lecture about her father's pioneering educational philosophy. *Ed.*

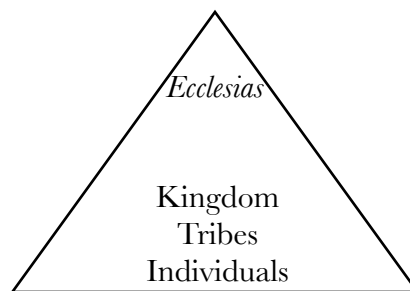
## Antiquity's Hamasantal Social Structure



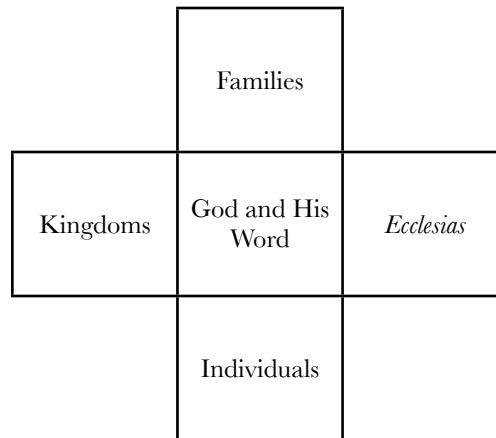
## Modernity's Hamasantal Social Structure



## Israel's Presumed Hamasantal Social Structure



# Israel's Actual Covenantal Social Structure



## Elements of Covenant

- ❖ *Primacy: Authority and Sovereign Prerogative*
- ❖ *Order: Jurisdictions and Delegated Powers*
- ❖ *Ethics: Standards of Law, Justice, and Morality*
- ❖ *Sanction: Penalties and Judgements*
- ❖ *Promise: Blessings and Benefits*

## The Fruits of Covenant

- ❖ *Jurisdictionalism: Division of Responsibility, Authority, and Labor; Checks and Balances.*
- ❖ *Sphere Sovereignty: Separation of Powers.*
- ❖ *The Rule of Law: Lex Rex versus Rex Lex or “L’état, c’est moi.”*
- ❖ *Judicial Appeal: Multi-Tiered Justice*
- ❖ *Interpositionism: Covering of Lower Magistrates*
- ❖ *The Consent of the Governed: Popular Representation*



*Lord, I thank you for the incredible gift of covenant. I thank you for the fruits that it bears in our lives and in our world. I thank you that there's even bleed-over into far-off corners of the world, where people are waving blue fingers, purple fingers, and hopeful hearts before a watching world, and they don't even know why it is that these ideas have filtered into their land.*

*I pray that you would make us advocates of clarity, that we would shout the news from the rooftops, that people would begin to see that ideas really do have real and substantial consequences that change the world. Lord, enable us to grasp the beauty and the wonder and the grace of covenant. Lord we pray this in Jesus' name. Amen.*

## Lesson 21

# Israel's Practical Covenantalism

## Lesson Synopsis

All this theory about spheres and interlocking jurisdictions was practically administrated in the culture of ancient Israel and then became the foundation for law and justice for Christendom and, in the end, for the whole world. It's really rooted in the promise that was given to Abraham that the covenant that he made with the Lord God was not a covenant that was limited to Israel. It's an everlasting covenant, and it's a covenant that will reach throughout the entire world.

## Opportunity

none

## Lesson Topics

the Ten Commandments; biblical law: ceremonial, civic, moral; case law; tort law; inheritance law; succession law; application of Mosaic law; the roles of king, priest, and prophet; sphere sovereignty; the Jewish calendar

## Primary Source Material

Exodus 20: 1–17; Deuteronomy 5:4–21

## Vocabulary

covenant, incensed, principle, theoretical, primacy, demented, demagogue, trifold, justice, civil, magistrate, sojourner, rite, ceremonial, sovereign, derive, ramification, case law, precedent/precedentially, tort law, restitution, primogeniture, tread, tutorial, competency, motivational, mete out, sanctuary, punctuate, epoch, linear, legacy, legacy

## Timeline

none for this lesson



# Israel's Practical Covenantalism

*I will establish my covenant as an everlasting covenant between me and you and your descendants after you.*  
~Genesis 17:7

# 1 December

- ❖ *1864: In the aftermath of the battle overnight, Hood's Confederate forces tried to regroup in Franklin.*
- ❖ *1878: The first telephone was installed in the White House for President Hayes.*
- ❖ *1891: James Naismith invented basketball.*
- ❖ *1913: Henry Ford introduced a continuously moving, mass-production assembly line.*
- ❖ *1913: The first drive-in gas station was opened.*
- ❖ *1955: Rosa Parks launched the Civil Rights movement when she refused to relinquish her seat on a bus after a long day of work.*

## Covenantal Purposes of the Law

### **Moral Law**

### **Civil Law**

### **Ceremonial Law**

### **Case Law**

- ❖ *Precedent Law: Objective flexibility and situational uses of the moral, civil, and ceremonial law.*

### **Lex Talionis**

- ❖ *Tort Law: An eye-for-an-eye application to provide both justice and fairness.*

### **Primogenitor**

- ❖ *Inheritance Law: Property is bestowed upon the firstborn son in each family.*

### **Levirate Law**

- ❖ *Succession Law: Keeping family covenant by ensuring the care for orphans and widows.*

## Covenantal Application of the Mosaic Law

### **Usus Politicus**

- ❖ *Civil Application: Community Standards; the Basis for Law and Justice*

### **Usus Pedagogus**

- ❖ *Tutorial Application: Indication and Identification of Sin; Only Hope Is the Gospel*

### **Usus Motivatus**

- ❖ *Motivational Application: Testimony to the Nations; Clear Call to Repentance*

### **Usus Normativus**

- ❖ *Practical Application: Blueprint for Daily Living; Means for Claiming Promises*

# A Covenantal Governance Model

## **Patriarchs**

- ❖ *Primogenitor, Fathers, Family, Succession*

## **Tribes**

- ❖ *Lex Talionis, Avengers, Justice, Community*

## **Judges**

- ❖ *Levirate, Kinsmen, Freedom, Home*

## **Kings**

- ❖ *Civil Law, Mediators, Obedience, Land*

## **Priests**

- ❖ *Ceremonial, Levites, Mercy, Sanctuary*

## **Prophets**

- ❖ *Moral Law, Covenants, Humility, World*

# A Covenantal Social Structure

## **Individual**

- ❖ *Work, Calling, Heart, Virtue, Kingly*

## **Family**

- ❖ *Tradition, Teaching, Head, Wisdom, Prophetic*

## **Ecclesia**

- ❖ *Faith, Worship, Soul, Grace, Priestly*

## **Kingdom**

- ❖ *Community, Service, Hand, Justice, Brotherly*

# A Covenantal Calendar

## **Days**

- ❖ *Responsibilities, Hours*

## **Weeks**

- ❖ *Duties, Sabbaths*

## **Seasons**

- ❖ *Callings, Festivals*

## Years

- ❖ *Covenant, Jubilees*

## Epochs

- ❖ *Destiny, Generations*

# The Fruits of Covenant

- ❖ *Law: Unchanging Standard for Truth and Justice*
- ❖ *History: Linear View of Time*
- ❖ *Legacy: Multi-Generational Calling*
- ❖ *Inheritance: Covenantal Succession*
- ❖ *Sanctity of Life: Chivalric Personalism*
- ❖ *Community Life: Social Fabric and Rootedness*
- ❖ *Tradition: The Past as Present for the Future*



*Father, I thank you for these students, and I pray that you would use them as the heirs of covenant, the sons and daughters of Zion. I pray, Lord God, that you would accomplish this in tangible, practical, fruitful, ways. We pray this in Jesus's name. Amen.*

## Lesson 22

# Medes and Persians: A People Set Apart

**Lesson Synopsis**

One of the seven great, classical, imperial civilizations, Persia had at one time spanned from the Russian steppes all through central Asia, encompassing all of Pakistan, much of India, all of Afghanistan, all of Iran, across from the heart of Asia to between the Black Sea and the Caspian Sea, all the way up to the Aral Sea and then beyond that to the Mediterranean Sea, wrapping around to Egypt and Libya, and going all the way through Europe down to Macedonia. It was a massive civilization with a huge amount of wealth and a tremendous exercise of power across centuries. However, no man and no culture can rule the whole world. When you stretch yourself beyond the limits of consensus, you're dooming yourself and your enterprise to failure.

**Opportunity**

none for this lesson

**Lesson Topics**

The Medes and the Persians; the Achaemenids; Zarathustra and Zoroastrianism; Cyrus; Darius; Xerxes; Artaxerxes;

**Primary Source Material**

none for this lesson

**Vocabulary**

apex, amalgamate, dualism, base, expurge, eradicate, meld, splay, bas-relief, unique, iconic, pious, mediatorial, mannishness, hegemony, diversity, pluralism, justice, honor, hubris, overweening, autonomy devolution, consensus

**Timeline**

- ❖ c. 600 B.C.: Zarathustra, a.k.a. Zoroaster
- ❖ c. 559 B.C.: Cyrus the Great began applying the philosophy of Zoroastrianism to governance.





# Medes and Persians: A People Set Apart

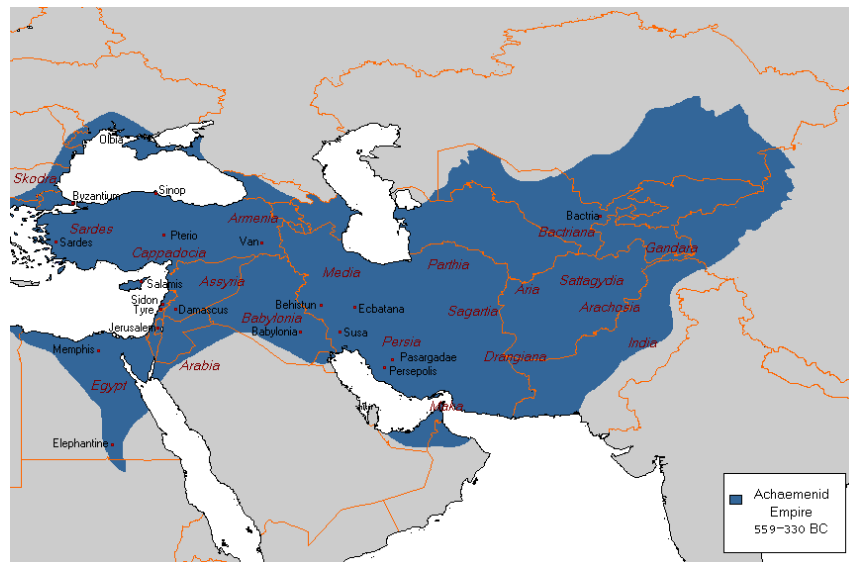
*The law of the Medes and the Persians became for the ancient world a model of justice, toleration, and ethical humanism—the progenitor of all the great imperial systems to follow, from the Greeks to the Romans.*  
~Edward Gibbon

## 6 December

- ❖ 1849: Harriet Tubman escaped from slavery.
- ❖ 1877: Thomas Edison created the first known recording of sound on his “phonograph.”
- ❖ 1884: The Washington Monument was completed 40 years after it was begun.
- ❖ 1911: Theodore Roosevelt gave his New Nationalism speech.<sup>1</sup>
- ❖ 1923: A presidential address was broadcast on radio for the first time.
- ❖ 1924: Coca Cola launched the first of its Santa ads in the Saturday Evening Post.
- ❖ 1969: The Shah of Iran issued a decree that inaugurated Persia’s Second Imperial Epoch.

## The Empire of Empires

### The Emergence of the Achaemenids



Extent of Achaemenid Empire, 559—330 B.C.; released into the public domain.

<sup>1</sup> Slip of the tongue. Dr. Grant got a little mixed up on his dates here. Theodore Roosevelt's speech was given on August 31, 1910. Barack Obama made his New Nationalism speech, which was based on Roosevelt's and given at the same place, on December 6, 2011. Ed.

**Elamites**

- ❖ *Tigran Tribal Migration*
- ❖ *1200–1000 B.C.*
- ❖ *Sumerian Highlands*

**Medes**

- ❖ *Aryan Tribal Migration*
- ❖ *800–700 B.C.*

**Persians**

- ❖ *Aryan Tribal Migration*
- ❖ *700–600 B.C.*
- ❖ *Fars Plateau and Highlands*

## The Rise of the Achaemenids

**Zarathustra**

- ❖ *Dualism: Ahura and Mazda*
- ❖ *Mediation: Humanistic Ethics*
- ❖ *Justice: Social Contract*

**Cyrus**

- ❖ *Uniting the Medes and Persians*
- ❖ *Zoroastrian Rule*
- ❖ *Conquest of Lydia and Babylon*

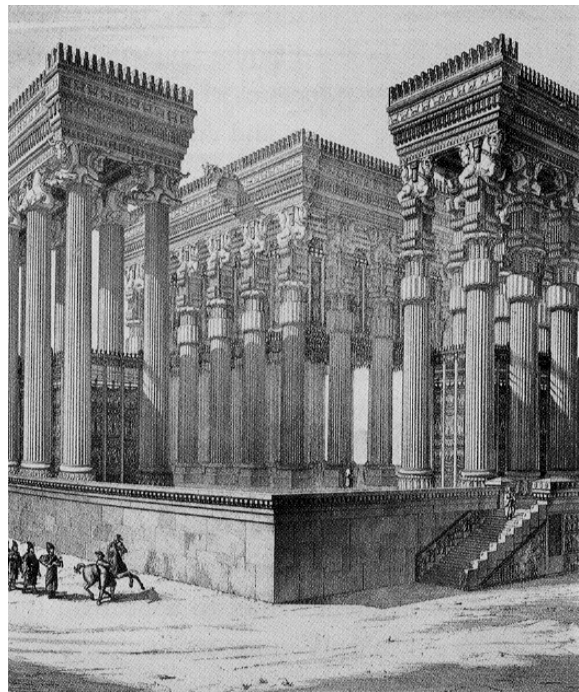
**Darius**

- ❖ *Consolidation and Persuasion*
- ❖ *Asia, Africa, and Europe*
- ❖ *Building Persepolis*

## Persian Culture

**Ethics**

- ❖ *Balance and Moderation*
- ❖ *Mediatory Man*
- ❖ *Humanistic Majesty*



Nineteenth-century illustration of Persepolis by Flandin and Coste, currently housed at the Warburg Institute, London, public domain.

**Tolerance**

- ❖ *Hegemony and Diversity*
- ❖ *Cultural Cooperation*
- ❖ *Humanistic Pluralism*

**Justice**

- ❖ *Honor and Hubris*
- ❖ *Social Stability*
- ❖ *Humanistic Charity*

## Persia's Frustration and Decline

**Xerxes**

- ❖ *Aspirations for Hegemony*
- ❖ *Building Susa*
- ❖ *Confronting the Greeks*

**Titanic Clashes**

- ❖ *Battle of Marathon, 490 B.C.*
- ❖ *Battle of Thermopylae, 480 B.C.*
- ❖ *Battle of Salamis, 480 B.C.*

**Artaxerxes**

- ❖ *Model Administration*
- ❖ *Regional Autonomy*
- ❖ *Decentralized Authority*



*Lord, we thank you that we have this record of and from the past. We pray that we would learn from this past. And we pray that we would be able to arrest the foolish tendencies of our own time, starting with the foolish tendencies of our own hearts, and that you would use us for your purposes, for good in the world. For we pray this in Jesus' name. Amen.*

## Lesson 23

# The Timelines of Early Antiquity: Making Sense of Time

### Lesson Synopsis

Historians have wondered how history can turn its tables so quickly, and almost never do they imagine that such patterns can be repeated. But the great lessons of Antiquity, making sense of the span of time, necessitate us learning these lessons and understanding how these kinds of things happen.

### Opportunity

Midterm exam after this lesson

### Lesson Topics

How a comprehensive view of timelines helps us understand history better

### Primary Source Material

a timeline chart of the Old Testament; timelines of Antiquity

### Vocabulary

alacrity, dissipate, colonial, contemporary, alluvial, moralism, consolidation, accumulation, anthropocentric, gargantuanism

### Timeline

- ❖ c. 3500 B.C.: Sumeria in Mesopotamia; Egypt's Lower Kingdom; Nimrod; Elam in Persia
- ❖ c. 3000 B.C.: Akkadia in Mesopotamia; Egypt's Upper Kingdom; Shem; Susa in Persia
- ❖ c. 2500 B.C.: Babylon in Mesopotamia; Egypt's Old Kingdom; Abram's family in Ur; the Aryan people in Persia
- ❖ c. 2000 B.C.: various empires in Mesopotamia; Egypt's first intermediate period; Abram; the Medes in Persia
- ❖ c. 1500 B.C.: Hittites in Mesopotamia; Egypt's Middle Kingdom; Moses; Perses in Persia
- ❖ c. 1000 B.C.: Kassites in Mesopotamia; Egypt's second intermediate period; David; Zarathustra

- ❖ c. 750 B.C.: Assyria in Mesopotamia; Egypt's New Kingdom; Israel's Assyrian captivity; Achaemenes in Persia
- ❖ c. 500 B.C.: Chaldea in Mesopotamia; Egypt's third intermediate period; Judah's Babylonian captivity; Perspolis built in Persia
- ❖ c. 250 B.C.: Parthia in Mesopotamia; Alexandrian Empire in Egypt; the Restoration of Judah to Israel; the Scythians in Persia
- ❖ c. 200 B.C.: Antigonids in Mesopotamia; the Ptolemies in Egypt; the Maccabees in Israel; the Seleucids in Persia



## The Timelines of Early Antiquity

*Every day that passes should be lived in light of the past, in light of the future, and in light of eternity. Our most difficult lessons thus become our best opportunities.*

*~Thomas Chalmers*

### 8 December

- ❖ 65 B.C.: *The Roman poet, orator, and historian Quintus Horatius Flactus was born.*
- ❖ 1941: *President Franklin Roosevelt called for a declaration of war on Japan and entry into the Second World War following the attack on Pearl Harbor.*
- ❖ 1949: *Chinese democratic nationalists were forced to evacuate to Formosa—the island of Taiwan—after Mao's Communists drove them from the mainland.*
- ❖ 1991: *The last remnants of the Union of Soviet Socialist Republics dissolved into the Commonwealth of Independent States.*

### Making Sense of Time

### Parallel Cultures

### Old Testament

### Contrasting Worldviews

- ❖ *Hamasantal (City of Man): One or Many, Structural, Tribal, Consolidation, Accumulation; Either Individual or Corporate; Impersonal; Anthropocentric.*
- ❖ *Covenantal (City of God): One and Many, Organic, Familial, Succession, Inheritance; Neither Individual nor Corporate; Personal; Theocentric*

## Defining Hamas

- ❖ *Hamas is a Semitic word that literally means senseless violence.*
- ❖ *It is the violence of a drive-by shooting, a terrorist attack, child-abuse, or random vandalism.*
- ❖ *Applied to the idea of culture, it is the use of terror, totalitarian force, despotism, and absolutism to maintain control and to create at least some appearance of stability.*

## The Nature of Hamas

- ❖ *Nam Lugal or Great Man*
- ❖ *Imposed Centralization*
- ❖ *Enforced Uniformity*
- ❖ *Civic Gargantuanism*
- ❖ *Tribal Stratification*
- ❖ *Militaristic Totalitarianism*
- ❖ *Imperial Consolidation*

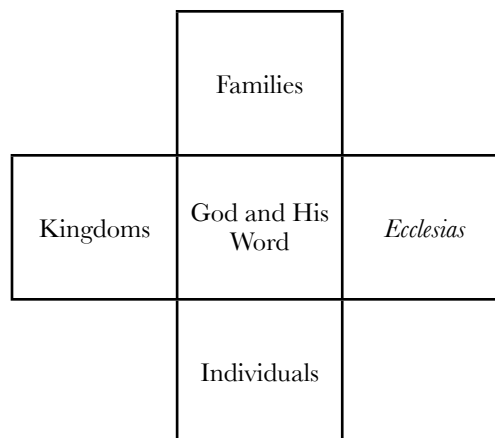
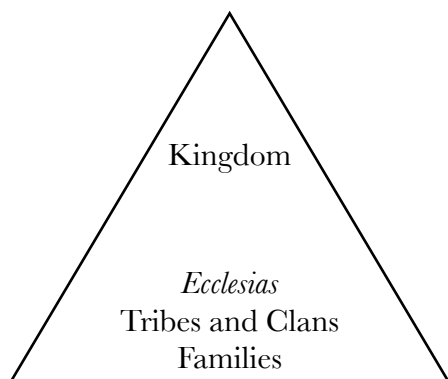
## Defining Covenant

- ❖ *The covenant is the personal, binding, structural relationship among the Persons of God and His people. It is thus the sovereignly initiated divine-to-human/human-to-divine/human-to-human social structure.*
- ❖ *The covenant is the means by which we approach, deal with, and know God as well as one another. It is the pattern of our relationship and our relationships, our community and our communities.*
- ❖ *It is the “universal field theory” of Biblical theology.*

## The Nature of Covenant

- ❖ *Primacy: Authority and Sovereign Prerogative*
- ❖ *Order: Jurisdictions and Delegated Powers*
- ❖ *Ethics: Standards of Law, Justice, and Morality*

- ❖ *Sanction: Penalties and Judgments*
- ❖ *Promise: Blessings and Benefits*



*Father, thank you for every one of these students and for what it is that they have learned and how they've learned it. Now I pray, Lord, that you would enable them to apply it. As they get ready to take their English exams today and as they study over the weekend for their humanities exam, and then there are other exams in each of their other classes, I pray that you would fill them with a spirit of endurance and graciousness to one another, a spirit of thanksgiving for all that they've learned. And I pray, Lord God, that you enable each of them to do their very best. Thank you for the giftings that you have bestowed on every single one of them. Now, Lord, bring those giftings to full flower, for we pray it in the great name of the Lord Jesus. Amen.*

## Lesson 24

# Habits for Leaders and Learners

**Lesson Synopsis**

There's a rich old tradition of devotion in the Christian worldview called the *lectio divina*. It's an idea that really can invade all of life, but it's basically applied to the devotional life. One of the things, though, that great Christian reformers across the ages have discovered is, if you apply the principles of *lectio divina* to everything, it changes everything.

**Opportunity**

none for this lesson

**Lesson Topics**

the *lectio divina* and classical education

**Primary Source Material**

none for this lesson

**Vocabulary**

resolution, bark (n. nautical), dint, affect (v.), anthropology, archeology, whit, trite, panoply, endowment, entrust, legacy, antithesis, demarcation, providence, prove, nihilism, enscripturated (see IG footnote), aggravate, aggrieve, refined, vicissitude, tangible, substantial, generic, sully, intention/intentional, suasion

**Timeline**

none for this lesson



## Habits for Leaders and Learners

*The essential disciplines of emerging leaders provide them with an ability to see beyond the constraints of present circumstances to the possibilities of the future. They stir up in them a hunger to see what is in terms of what ought to be. They provoke in them a passion to live life beyond the limits imposed by the tyranny of the urgent.*

~Tristan Gylberd



## 3 January

- ❖ *107 B.C.: Marcus Tullius Cicero was born.*
- ❖ *1521: The Protestant Reformation began in earnest when Martin Luther was excommunicated.*
- ❖ *1868: The Meiji Restoration re-established the authority of Japan's emperor and heralded the fall of the military rulers known as shoguns.*
- ❖ *1892: John Ronald Reuel Tolkien was born.*
- ❖ *1924: The sarcophagus of King Tut was discovered.*
- ❖ *1938: The March of Dimes campaign was first organized to fight the childhood Polio epidemic.*

## The Next Generation of Leaders

## Benefits of Classical Education

### True Education

- ❖ *Not an Ending Place*
- ❖ *A Deposit and an Endowment*
- ❖ *Lessons that Never End*

### Antitheses

- ❖ *Opposing Principles*
- ❖ *What Is Wrong with the World*
- ❖ *Problems and Solutions*

### Repentance

- ❖ *Knowing What We Don't Know*
- ❖ *Reformed and Ever Reforming*
- ❖ *The Tipping Point*

## The Lectio Divina for Leaders

Industry and determination can do anything that genius and advantage can do and many things that they cannot. ~Theodore Roosevelt<sup>1</sup>

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<sup>1</sup> This comes from a collection of essays and speeches, *The Strenuous Life*. The title comes from a famous speech Roosevelt made in 1899 when he was governor of New York. The book, a varied collection, was published by Scribners the next year. GG

Education begins in delight and ends in a clarification of life. ~Robert Frost<sup>2</sup>

- ❖ *Lectio: Reading, Hearing, and Seeing*
- ❖ *Meditatio: Thinking, Meditating, and Connecting*
- ❖ *Oratio: Praying, Enscripturating,<sup>3</sup> and Communing*
- ❖ *Contemplatio: Living, Applying, and Obeying*

## Lectio

### Read

- ❖ *Widely*
- ❖ *Deeply*
- ❖ *Outside Your Time*

### Collect

- ❖ *Gather Tools*
- ❖ *Follow the Footnote Trail*
- ❖ *Build a Legacy*

### Focus

- ❖ *Reform the Palate*
- ❖ *Have a Plan*
- ❖ *Adjust the Plan*

## Meditatio: Think

### Journal

- ❖ *Write It Down*
- ❖ *Observation Before Interpretation*
- ❖ *Interpretation Before Application*

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<sup>2</sup> When first going through this lesson, I found a quote that was very, very similar to this in "Poetry, Delight and Wisdom" from *The Figure a Poem Makes* by Robert Frost. However, it wasn't quite what Dr. Grant had said, so I asked him if Frost had written something similar somewhere else. This is his reply: "Frost did an interview with *Look* magazine just prior to the JFK inauguration in January 1961, for which he wrote a poem. According to my notes, that is where I got that quote. I'd not seen the essay, 'Poetry, Delight and Wisdom,' but clearly it expresses the same line of reasoning and a similar phraseology." *Ed.*

<sup>3</sup> *Enscripturate* is a neologism, a logomorph, a made-up word (like *logomorph*) and means to root in Scripture or to be immersed in Scripture. An enscripturated heart is one grounded in the Word. GG

**Space**

- ❖ *Get Alone*
- ❖ *Be Quiet*
- ❖ *Purpose and Plan*

**Community**

- ❖ *Nurture Conversation*
- ❖ *Engage Accountability*
- ❖ *Embrace Differences*

## Oratio: Pray

**Ruts**

- ❖ *Spiritual Do-Overs*
- ❖ *Tangibilitate Faith*<sup>4</sup>
- ❖ *Habits of the Heart*

**Disciplines**

- ❖ *Semper Gaudete*<sup>5</sup>
- ❖ *Sola Scriptura*<sup>6</sup>
- ❖ *Vox Magister*

**Unceasing**

- ❖ *In the Prayer Closet*
- ❖ *In the Midst of Life's Tumult*
- ❖ *In the Covenant Community*

## Contemplatio: Live

**Recreate**

- ❖ *Unstring the Bow*
- ❖ *There's a Physical Side to Spirituality*

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<sup>4</sup> *Tangibilitate* is another logomorph, which simply means to make tangible. *Ed.*

<sup>5</sup> *Semper gaudete* is Latin for always rejoice. *Ed.*

<sup>6</sup> *Sola Scriptura* is Latin for by Scripture alone and is one of the five *solas* of the Reformation. The others are *sola fide*, meaning by faith alone; *sola gratia*, meaning by grace alone; *solus Christus*, meaning through Christ alone; and *solus Deo gloria*, meaning to the glory of God alone. *Ed.*

❖ *The G.I.G.O. Principle***Wherefores**❖ *In but Not of*❖ *Well-Examined*❖ *Intentionality***Integrate**❖ *Pick Your Battles*❖ *Focus on Solutions Not Problems*❖ *Balance Urgency with Patience*

## A Desperate Need for Substantive Leaders

Historically, when we first set up the public school systems across the country, we were leaps and bounds ahead of the vast majority of countries around the world. That just is not true anymore.

~President Barak Obama, September 27, 2010<sup>7</sup>

This generation is miserable—foolish, stupid, and forgetful. What is worse, it is so blind to this that it does not recognize its own miseries.

~Jan Amos Comenius, 1634<sup>8</sup>



*Oh, Lord Jesus, guard us from the temptation to just play at school and just play at life. Grow us up, build us up, give us abounding grace and change us, every one of us, forever. Remind us where the traps are in this world and in our own foolish thinking, in our own foolish lazy habits. And bring your Spirit upon us with such power and suasion that all the world will marvel at what comes from this place. We pray it in Jesus' name. Amen.*

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<sup>7</sup> This was said during an interview on the *Today Show*.

<sup>8</sup> Excerpted from *Kristus a Kultura*, edited by Timothy K. Johnson, (Prague: Komenského institut, 1991).

## Lesson 25

# Beware Greeks Bearing Gifts

**Lesson Synopsis**

If you want to talk about the Greeks, the first thing we have to do is we have to hear the greatest warning of the high priest of Troy: “Beware. Beware Greeks bearing gifts.” It could very, very easily be a Trojan horse, and in fact it almost always is.

**Opportunity**

none for this lesson

**Lesson Topics**

why and how we should read the Greeks

**Primary Source Material**

none for this lesson

**Vocabulary**

indispensable, halcyon, dissent, interminable, acme, crux, fracas, polyglot, orator, internecine, environ, monolithic, mystique, presupposition, distinction, glory, sovereign, demarcation, impute, disburse, autonomy, determine, infidelity, nostalgia, antinomianism, hedonism, font, primitivize, sensatism, defer, adherence

**Timeline**

- ❖ c. 1900: Call of Abraham
- ❖ c. 1600–1150: Mycenaean Age
- ❖ c. 1445: Moses Leads the Exodus
- ❖ c. 1150–1000: Dorian, Ionian, Arcadian, Aeolian
- ❖ 1043–931: Kingdom of David and Solomon
- ❖ c. 950–500: Trojan War, Diaspora, and Colonies
- ❖ 500–479: Persian Wars
- ❖ 431–404: Peloponnesian War
- ❖ 359–323: Macedonian Age
- ❖ 165–146: Roman Conquest



# Beware Greeks Bearing Gifts

*Timeo Danaos et Dona Ferentis*

## 5 January

- ❖ *1782: Poet William Cowper wrote in his journal about John Dryden.*
- ❖ *1821: Lord Byron wrote in his diary about meeting with Sir Walter Scott.*
- ❖ *1919: The German Worker's Party was established by the Socialist revolutionary Gottfried Feder.*
- ❖ *1933: Calvin Coolidge died in Northampton.*
- ❖ *1943: Educator and scientist George Washington Carver died at Tuskegee.*

## The Glory of Greece

### A Greek Timeline

- ❖ *c. 1900: Call of Abraham*
- ❖ *c. 1600–1150: Mycenaean Age*
- ❖ *c. 1445: Moses Leads the Exodus*
- ❖ *c. 1150–1000: Dorian, Ionian, Arcadian, Aeolian*
- ❖ *1043–931: Kingdom of David and Solomon*
- ❖ *c. 950–500: Trojan War, Diaspora, and Colonies*
- ❖ *500–479: Persian Wars*
- ❖ *431–404: Peloponnesian War*
- ❖ *359–323: Macedonian Age*
- ❖ *165–146: Roman Conquest*

## The Greek Ethnos

### **African/Minoan**

- ❖ *Knossos and Crete*
- ❖ *Southern Aegean*
- ❖ *Athos and Agathos*

**Asian/Dorian**

- ❖ *Sparta and Laconia*
- ❖ *Peloponnese and Corinth*
- ❖ *Northern Aegean and Rhodes*

**European/Achaen**

- ❖ *Aeolian, Thessaly, and Macedonia*
- ❖ *Ionian, Attica, and Athens*
- ❖ *Southern Aegean and Chios*

# Christendom's Presuppositions

**Contents**

- ❖ *Creator-Creature Distinction*
- ❖ *Imago Dei*
- ❖ *Post Bellum Vitae*

**Realities**

- ❖ *Sovereign Providence*
- ❖ *Covenantal Succession*
- ❖ *Clear Antithesis*

**Consequences**

- ❖ *Practiced Righteousness*
- ❖ *Progressive Reformation*
- ❖ *Metaphysical Decentralization*

# Antiquity's Presuppositions

**Contents**

- ❖ *Chain of Being*
- ❖ *Vox Populi Vox Dei*
- ❖ *Ante Bellum Vitae*

**Realities**

- ❖ *Personal Independence*
- ❖ *Determined Autonomy*
- ❖ *Blurred Adiaphora*

# Modernity's Presuppositions

## Contents

- ❖ *Chain of Being*
- ❖ *Vox Populi Vox Dei*
- ❖ *Ante Bellum Vitae*

## Realities

- ❖ *Personal Independence*
- ❖ *Determined Autonomy*
- ❖ *Blurred Adiaphora*

## Consequences

- ❖ *Determined Infidelity*
- ❖ *Revolutionary Tyranny*
- ❖ *Materialistic Centralism*

# Renaissance and Enlightenment

## Nostalgia

- ❖ *Classical Humanism: Godlessness*
- ❖ *Base Naturalism: Materialism*
- ❖ *Antinomianism: Hedonism*

## Reaction

- ❖ *Progress versus Innocence*
- ❖ *Revolution versus Reformation*
- ❖ *Reaction versus Action*

## Paganism

- ❖ *Aristotle, Plato, Pythagoras*
- ❖ *Cicero, Seneca, Herodotus*
- ❖ *Mythology, Primitivism, Sensatism*



*Lord, we live at a time where there are lots of Trojan horses in our lives, lots of Greeks bearing gifts. Enable us to have the discernment to beware, to pay attention, to know the difference. Teach us, Lord, to study the world as effectively as Paul did, appreciating the wonder of the imago dei in all men everywhere and the manifestations in every civilization in art, music, literature, architecture, economics, and trade. Enable us to appreciate those things while at the same time seeing through them to their ultimate ends and aims. In other words, Lord, teach us wisdom, and give us the courage to live in light of wisdom. Lord, we pray this in Jesus' name. Amen.*



## Lesson 26

# How Do We Know What We Know?

**Lesson Synopsis**

Every survey of Western Civilization points to ancient Greece as the beginning place of Western Civilization. However, it's not necessarily the case that there was a great discontinuity in philosophy or in worldview between ancient Greece and any of the other ancient civilizations that we have looked at thus far. Nevertheless, there is an aura around Greece, so one of the questions we need to ask ourselves is, how do we know what it is that we think we know? It's a vital question. It's one that we want to wrestle with today because we need to understand how history gets to be history.

**Opportunity**

No. 11

**Lesson Topics**

the study of history; academic and traditional approaches to the study of history; Herodotus; Thucydides; Xenophon; Polybius; Plutarch

**Primary Source Material**

none for this lesson

**Vocabulary**

discontinuity, extraneous, mercantilist, progenitor, venerable, corroborate, collaborate, Scholasticism, semiotics, symbolic, primitivist, empirical, historian, uniformitarian, naturalism, ideological rationalist, subjective, objective, peripatetic, cyclical, nostalgia, empirical, disruptive/disrupted

**Timeline**

- ❖ 485–420 B.C.: Herodotus
- ❖ 455–395 B.C.: Thucydides
- ❖ 431–360 B.C.: Xenophon
- ❖ 200–118 B.C.: Polybius
- ❖ 46–120 A.D.: Plutarch



# How Do We Know What We Know?

*Why do they come? What do they see, who build but never read their Greek? The classic stillness of a pool, beleaguered in its certitude, by aimless motors that can make only in-certainty more sure.*

~Donald Davidson

## 10 January

- ❖ 49 B.C.: *Julius Caesar crossed the Rubicon.*
- ❖ 1776: *Thomas Paine published Common Sense*
- ❖ 1863: *The Tube opened in London.*
- ❖ 1901: *The Spindletop well struck oil.*
- ❖ 1920: *The Treaty of Versailles went into effect.*
- ❖ 1929: *The Adventures of Tintin was published.*
- ❖ 1946: *The United Nations convened for the first time in London.*
- ❖ 1957: *Harold Macmillan became Britain's first prime minister in the post-Churchill era.*

## The Glory of Greece

- ❖ *Art: Pottery, Sculpture, Painting*
- ❖ *Architecture: Public Spaces, Human Scale*
- ❖ *Literature: Mythology, Theater, Oratory*
- ❖ *History: Biography, Politics, War*
- ❖ *Philosophy: Metaphysics, Rhetoric, Aesthetics*
- ❖ *Science: Mathematics, Physics, Astronomy*
- ❖ *Democracy: Monarchy, Oligarchy, Aristocracy*
- ❖ *Economics: International Trade, Mercantilism*

## Rediscovering Greece

### Antiquity

- ❖ *Roman Pagan Hegemony*
- ❖ *The Christian Ascent in the East*
- ❖ *Justinian's Recovery in Byzantium*

**Christendom**

- ❖ *Thomas Aquinas and Scholasticism*
- ❖ *The Crusaders and Romanticism*
- ❖ *Petrarch, Dante, and the Renaissance*

**America**

- ❖ *Founding Fathers of the Republic*

**Modernity**

- ❖ *Rousseau, Voltaire, and Hobbes*
- ❖ *Heinrich Schliemann and Arthur Evans*
- ❖ *Wagner, Nietzsche, and Picasso*

# The Art and Science of Archeology<sup>1</sup>

**Field Survey**

- ❖ *Surface Indicators*
- ❖ *Environmental Soundings*
- ❖ *Proximity Markings*

**Excavation**

- ❖ *Non-Intrusive Probes*
- ❖ *Artifact Isolation*
- ❖ *Artifact Exposure*

**Processing**

- ❖ *Identification and Classification*
- ❖ *Relic Protection*
- ❖ *Analysis and Translation*

# Academic Approaches to History

**Natural Historist**

- ❖ *Mere Data; Reliance on Uniformitarian Scientism; Rooted in Naturalism*

**Ideological Rationalist**

- ❖ *Emphasize Ideological Movements; Primacy of Politics, Race, Class, and Economics*

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<sup>1</sup> The following headings are for review purposes. Dr. Grant didn't spend much time on them in this lecture. *Ed.*

**Moral Philosophy**

- ❖ *Universal and Objective Truths Applied Across Time; Seeing Connections and Reasons*

## Traditional Approaches to History

**Chaotic**

- ❖ *Babylonian: Haphazard and Random*

**Peripatetic**

- ❖ *Egyptian: Episodic and Impersonal*

**Cyclical**

- ❖ *Greeks: Mechanical and Fated*

**Historiographic**

- ❖ *Greeks: Empirical*

**Linear**

- ❖ *Hebrew: Providential and Chronological*

## Reinventing History

**Herodotus (485–420 B.C.)**

- ❖ *Antiquity of Egypt; Persian Wars*
- ❖ *Source Materials and Narrative*

**Thucydides (455–395 B.C.)**

- ❖ *The Peloponnesian War*
- ❖ *Scientific Evidence and Objectivity*

**Xenophon (431–360 B.C.)**

- ❖ *Anabasis; The Socratic Symposium*
- ❖ *Documentation and Quotation*

**Polybius (200–118 B.C.)**

- ❖ *Aratus; The Roman Constitution*
- ❖ *Fact, Myth, and Separation of Powers*

**Plutarch (46–120 A.D.)**

- ❖ *Parallel Greek and Roman Lives*
- ❖ *Biography and Moral Essay*

# Heroes of the City of Man

|                       |                      |                     |
|-----------------------|----------------------|---------------------|
| ❖ <i>Theseus</i>      | ❖ <i>Pelopidas</i>   | ❖ <i>Aratus</i>     |
| ❖ <i>Lycurgus</i>     | ❖ <i>Aristides</i>   | ❖ <i>Homer</i>      |
| ❖ <i>Solon</i>        | ❖ <i>Lysander</i>    | ❖ <i>Pythagoras</i> |
| ❖ <i>Themistocles</i> | ❖ <i>Alexander</i>   | ❖ <i>Socrates</i>   |
| ❖ <i>Pericles</i>     | ❖ <i>Demosthenes</i> | ❖ <i>Plato</i>      |
| ❖ <i>Alcibiades</i>   | ❖ <i>Demetrius</i>   | ❖ <i>Aristotle</i>  |
| ❖ <i>Timoleon</i>     | ❖ <i>Dion</i>        | ❖ <i>Zeno</i>       |



*Lord, I thank you for the fact that you give us the opportunity to explore these things. I pray that you would do something in us to enable us to think in accordance with a biblical worldview, to hear the story lines of our own modern world and unravel the assumptions that lie behind the story lines, to see through the bad logic or the poor rhetoric or the revolutionary impulses, and thus begin to build the foundations of strength and endurance from this day to the ending of our lives. We pray all of this in Jesus' name. Amen.*

## Lesson 27

# Greek City-States

**Lesson Synopsis**

The most salient feature of the political life of the civilization of ancient Greece was the city-state. It's the source of both the greatest inspiration that comes from ancient Greece and the largest numbers of myths about the structure of ancient Greece.

**Opportunity**

none for this lesson

**Lesson Topics**

Greek city-states: their government, their structure, their relationships and alliances; the Peloponnesian War; the Golden Age of Greece

**Primary Source Material**

none for this lesson

**Vocabulary**

salient, polyglot, coalesce, crystalline, mercantilist, ensure, encroach, iconic, pretension, presumption, prissy, opulent, hiatus, arbiter, sojourner, democracy, oligarchy, aristocracy, dictatorship, politicalization, socialism, communism, apparatus, militarism, jingoism, xenophobia, fiefdom, inexpedient

**Timeline**

- ❖ c. 580 B.C.: Periander and the Seven Wise Men; Corinth led the Achaean League
- ❖ c. 480 B.C.: The Battle of Thermopolae, Leonidas
- ❖ 460 B.C.: Formation of the Delian League
- ❖ 457 B.C.: Formation of the Peloponnesian League
- ❖ c. 450 B.C.: Socrates' follower Simmias led Thebes to a bargain with the Persians
- ❖ 450 B.C.: War between Rome and Carthage
- ❖ 445 B.C.: Beginning of the Thirty-Year Peace between Sparta and Athens
- ❖ c. 440 B.C.: The Golden Age of Pericles in Athens
- ❖ 431–421 B.C.: The Archidamian War
- ❖ 422 B.C.: The Battle of Amphipolis
- ❖ 413–404 B.C.: The Persian War



# Greek City-States

*The history of our city states tells a lamentable tale: for written laws are like the webs of spiders; they will catch, it is true, the weak and the poor, but those same webs are sure to be torn asunder by the rich and the powerful.*  
~Anacharsis

## 12 January

- ❖ 576 B.C.: Rome began the Compitalia tradition.
- ❖ 1729: British statesman and father of modern conservatism, Edmund Burke, was born.
- ❖ 1865: Almost forty years before the Wright brothers flew, the Aeronautical Society of Great Britain met.
- ❖ 1905: Winston Churchill held his first cabinet position in a Liberal Party government.
- ❖ 1915: Rocky Mountain National Park was created.
- ❖ 1969: The underdog New York Jets defeated the Baltimore Colts 16–7 in Super Bowl III.

## Tribal Migrations into Greece

### The Greek Ethnos

#### **African/Minoan**

- ❖ Knossos and Crete
- ❖ Southern Aegean
- ❖ Athos and Agathos

#### **Asian/Dorian**

- ❖ Sparta and Laconia
- ❖ Peloponnese
- ❖ Eastern Aegean and Rhodes

#### **European/Achaean**

- ❖ Aeolian/Thessaly/Macedonia
- ❖ Ionian/Attica/Athens
- ❖ Aegean/Chios

# Greek City-States

## Athens

- ❖ *Attica: Art, Philosophy, and Trade*
- ❖ *Golden Age of Pericles (c. 440 B.C.)*
- ❖ *Leader of the Delian League*

## Sparta

- ❖ *Laconia: Military Might*
- ❖ *Thermopylae and Leonidas (c. 480 B.C.)*
- ❖ *Leader of the Peloponnesian League*

## Thebes

- ❖ *Boeotia: Power Broker and Mythos*
- ❖ *Simmias and the Bargain (c. 450 B.C.)*
- ❖ *Leader of the Aetolian League*

## Corinth

- ❖ *Bacchiadae: Cultus and Mythos*
- ❖ *Periander and Seven Wise Men (c. 580 B.C.)*
- ❖ *Leader of the Achaean League*

## Syracuse

- ❖ *Sicily: Trade, Science, and*
- ❖ *Carthaginian Wars (c. 450 B.C.)*
- ❖ *Leader of the Sicilian League*



Greek territories and colonies during the Archaic period;  
released into the public domain by the creator.



# Greek City-States: Organization

- ❖ Basileus: *Community, Identification*
- ❖ Agraros: *Land Holders, Authority*
- ❖ Ecclesia: *Chiefs, Arbitration*
- ❖ Demos: *Citizens, Elect Chiefs*
- ❖ Litigata: *Head of State, Administrator*
- ❖ Polis: *City-State, Enforcement*
- ❖ Oligarchy: *Aristocracy, Dictatorship*
- ❖ Socialism: *Mercantilism, Fascism*

# Peloponnesian Wars

## Athenian Conflict

- ❖ *Athens, Sparta, and Thebes*
- ❖ *Delian League, 460*
- ❖ *Peloponnesian League, 457*
- ❖ *Thirty-Year Peace, 445*

## Ionian Conflict

- ❖ *Archidamian War, 431–421*
- ❖ *Syracuse Expedition, 415–413*
- ❖ *Decelean and Persian War, 413–404*

## Thucydides

- ❖ *Strategos, 424–423*
- ❖ *Battle of Amphipolis, 422*
- ❖ *Birth of History 411*



*Lord, I thank you for the fact that we can look back at history and see so many incredible parallels to our own time, to the plaguing problems of our own time and our own political, social, and cultural situation. I pray for these students that you would enable them to think in terms of what has been, so that they can do, in terms of what is now, that which is right and good and true. I pray this in Jesus' name. Amen.*

## Lesson 28

# Greek Philosophy

## Lesson Synopsis

Philosophy, practically embedded in life, changes who we are. The ideas that we forge in philosophy flow into the whole of life. What people think philosophically—in other words, the ideas that form the pillars and the pediments, the foundations, the walls, and the superstructures of their worldview—are the things that are manifested as they flow down into the culture into literature, into music, into art, and architecture.

## Opportunity

No. 12

## Lesson Topics

various schools of Greek philosophy and their founders: Thales and the Milesians; Pythagoras and the Pythagoreans; Democritus and the Atomists; Socrates and the Sophists; Epicurus and the Epicureans; Zeno and the Stoics; Pyrrho and the Skeptics; Diogenes and the Cynics; Plato; Aristotle

## Primary Source Material

*The School of Athens* by Rafael

## Vocabulary

stoic, epicurean, skeptic, cynic, degenerate, ontology, epistemology, particularity, metaphysics, ethics, stratify, cosmology, predestination, materiality, deterministic, thesis, postulate, Sophist, logic, ruse, impiety, corruption, rational, essence, skeptical, imperturbable, unflappable, adherent

## Timeline

- ❖ c. 624–c. 547 B.C.: Thales of Miletus
- ❖ c. 569–c. 500/475 B.C.: Pythagoras
- ❖ c. 469–c. 399 B.C.: Socrates
- ❖ c. 460–c. 370 B.C.: Democritus
- ❖ c. 427–c. 347 B.C.: Plato
- ❖ c. 404–c. 323 B.C.: Diogenes the Cynic
- ❖ c. 384–c. 322 B.C.: Aristotle
- ❖ c. 360–c. 270 B.C.: Pyrrho
- ❖ c. 341–c. 270 B.C.: Epicurus
- ❖ c. 334–c. 262 B.C.: Zeno



# Greek Philosophy

*Plato's universals and Aristotle's particulars continue to define all philosophy.  
~Paul Johnson*

## 24 January

- ❖ *1732: Author and publisher, Pierre-Augustin-Caron de Beaumarchais, was born in Paris.*
- ❖ *1848: The California Gold Rush began when James Marshall discovered gold at Sutter's Mill.*
- ❖ *1908: The first Boy Scout troop was organized in England by Lord Robert Baden-Powell.*
- ❖ *1924: The Russian city of St. Petersburg was renamed Leningrad.*
- ❖ *1943: President Roosevelt and Prime Minister Churchill concluded a wartime conference in Casablanca, Morocco.*
- ❖ *1965: Sir Winston Churchill died at the age of 90.*
- ❖ *Year of the Water Dragon*

## How Leaders Grow: Lectio Divina

- ❖ *Read*
- ❖ *Think*
- ❖ *Pray*
- ❖ *Live*



## How Cultures Change

- ❖ *Philosophy → Literature → Music → Art → Theology → Popular Culture*

## The Birth of Philosophy

# Issues in Philosophy

- ❖ *on tol'o gy (on 'tal' ə gē) noun: The study of being; of what is; of existence; of universality.*
- ❖ *e'pis'tem'ol'o gy (ə'pis'tem'al' ə gē) noun: The study of knowledge; of how we know what we know; of consciousness; of particularity.*
- ❖ *met'a'phys'ics (met'ə'fiz'ix) noun: The study of existence and origins; of how we got here and why.*
- ❖ *mech'an'ics (mə'kan'ix) noun: The study of how things work; how the world is put together.*
- ❖ *eth'ics (eth'ix) noun: The study of what is right and good; of morals; of justice; of ultimate concerns.*
- ❖ *Moral Philosophy*
- ❖ *Academic Philosophy*
- ❖ *Pragmatic Philosophy*

# Philosophical Schools

- ❖ *Milesians, Thales: Primary Forces*
- ❖ *Pythagoreans, Pythagoras: Chain of Being*
- ❖ *Atomists, Democritus: Quality/Quantity*
- ❖ *Sophists, Socrates: Virtue/Wisdom*
- ❖ *Epicureans, Epicurus: Sense/Experience*
- ❖ *Stoics, Zeno: Divine Spark*
- ❖ *Skeptics, Pyrrho: Imperturbability*
- ❖ *Cynics, Diogenes: Open Criticism*

# Plato and Aristotle

## **Plato (427–347): *Apology*, *Phaedo*, and *The Republic***

- ❖ *Ideal Universals*
- ❖ *Immortality of the Soul*
- ❖ *Dialogue Format*
- ❖ *Oligarchic Republic*
- ❖ *Structural Virtue*

## **Aristotle (384–322): *Poetics*, *Rhetoric*, and *The Ethics***

- ❖ *Practical Particulars*
- ❖ *Potentiality versus Actuality*



Detail from *The School of Athens*  
by Raphael

- ❖ *Treatise Format*
- ❖ *Happy Medium*
- ❖ *Rational Virtue*

## How Cultures Change

- ❖ *Philosophy → Literature → Music → Art → Theology → Popular Culture*



*Lord, I thank you for thinking people through the ages, for those who've wrestled with ideas, even when they came up with crazy ideas. We praise you for your mercies in allowing us to peel back the layers and start to see it just a little bit. We ask you, Lord, if you would, show your favor upon us and enable us never to fall into the traps of bad thinking, wrong thinking, foolish thinking. Lord, teach us how to keep on learning what it means to learn. We pray this in Jesus' name. Amen.*

## Lesson 29

# Greek Rhetoric and Oratory

**Lesson Synopsis**

Oratory was one part of a larger Greek aesthetic that flowed from a set of ideas, ideas about man and nature and culture, ideas that flowed out of philosophy and then that made their way into the practice of all the crafts and all the arts, laying the foundations for a unique kind of culture. The legacy of the Greeks was that they thought intentionally about how to use what they had, the materials at hand, for greatest effect. That is what made their arts and crafts so remarkable and enabled those arts and crafts to stand apart from anything that the classical world had ever known before.

**Opportunity**

none for this lesson

**Lesson Topics**

Greek orators: Demosthenes, Demades, Aeschines; a review of mimesis and the Greek aesthetic; elements of oratory

**Primary Source Material**

none for this lesson

**Vocabulary**

aesthetic, romanticism, sanguine, ethnocentric, anthropomorphic, apparatus, enunciate, articulate (v.), innate, hone, frenetic, placid, flaccid, suasion

**Timeline**

- ❖ c. 383–c. 322 B.C.: Demosthenes
- ❖ c. 380–c. 319 B.C.: Demades
- ❖ c. 389–c. 322 B.C.: Aeschines



# Greek Rhetoric and Oratory

*“Thou dost know  
The faults to which  
The very young are ever prone;  
The will is all too quick to act  
The judgment, alas,  
‘Tis ever weak.”  
~Homer’s Iliad*

## 26 January

- ❖ *166: Polycarp was martyred in the city of Smyrna.*
- ❖ *1784: Benjamin Franklin expressed unhappiness over the choice of the eagle as the symbol of the new American republic.*
- ❖ *1802: At the insistence of Vice-president Thomas Jefferson, the Library of Congress was established.*
- ❖ *1942: The first American expeditionary force arrived in Europe during World War II.*
- ❖ *1948: Francis and Edith Schaeffer established L’Abri Fellowship in Switzerland.*
- ❖ *Elgin Marbles*

## How Cultures Change

- ❖ *Philosophy*
- ❖ *Literature*
- ❖ *Music*
- ❖ *Art*
- ❖ *Theology*
- ❖ *Popular Culture*

## Rhetorical Mimesis

### Natural

- ❖ *Observation of Reality*
- ❖ *Practical Limitations*
- ❖ *Matching Medium and Message*

**Ideal**

- ❖ *Cultural Aesthetic*
- ❖ *Individual Romanticism*
- ❖ *Philosophical Sanguinity*

**Humanistic**

- ❖ *Ethnocentric*
- ❖ *Individualistic*
- ❖ *Anthropomorphic*

## Greek Orators

**Demosthenes**

- ❖ 383–322 B.C.
- ❖ “*Small opportunities are often the beginnings of great enterprises.*”
- ❖ *The Philippics*

**Demades**

- ❖ 380–319 B.C.
- ❖ “*Laws written with blood not ink.*”
- ❖ *The Oration*

**Aeschines**

- ❖ 389–322 B.C.
- ❖ “*Cherish the law to be strong.*”
- ❖ *Rhetorica Academe*

## Oratory

**Eloquence**

- ❖ *Substantive Content*
- ❖ *Evident Poise*
- ❖ *Effectual Vocabulary*

**Tradition**

- ❖ *Breadth and Depth*
- ❖ *Grounded Authority*
- ❖ *Apt Quotation*



**Organization**

- ❖ *Articulated Outline*
- ❖ *Logical Structure*
- ❖ *Framing and Symmetry*

**Simplicity**

- ❖ *Sharpened Focus*
- ❖ *Rhetorical Clarity*
- ❖ *Singularity of Intent*

**Enunciation**

- ❖ *Exercising the Tools*
- ❖ *Expressive Intentionality*
- ❖ *Communicative Commonality*

**Projection**

- ❖ *Developing Range*
- ❖ *Strengthening the Apparatus*
- ❖ *Sensitivity to Context*

**Animation**

- ❖ *Seeing a Reflection*
- ❖ *Utilizing the Medium*
- ❖ *Understanding Means*

**Rhythm**

- ❖ *Making the Most of the Time*
- ❖ *Building a Sense Cadence*
- ❖ *Practicing Naturalness*

**Empathy**

- ❖ *Eye Contact*
- ❖ *Apt Illustration*
- ❖ *The “So What?” Challenge*

# John Ruskin's Seven Lamps

- ❖ *Sacrifice: Doing Right and Doing Well*
- ❖ *Truth: Integrity and Honesty*
- ❖ *Power: Humanity and Courage*
- ❖ *Beauty: Nature and Symmetry*
- ❖ *Life: Physics and Metaphysics*
- ❖ *Memory: Tradition and Legacy*
- ❖ *Obedience: Creator-Creature Distinctions*



*Lord Jesus, I thank you for the fact that you've given us this remarkable pattern, this legacy. It's a pattern that's repeated again and again in the Scriptures. We see it so clearly in all of those principles that were forged through hard work and through difficult circumstances across the ages. They are fleshed out beautifully, illustrated powerfully, and articulated clearly all through the Scriptures. I thank you that these students are the heirs of this remarkable, almost lost legacy. I pray that you would use them, that you would encourage them, that you would uphold them, and, Lord, I pray that they would speak the truth in love with power and suasion all the days of their lives. And we pray this in Jesus' name. Amen.*

## Lesson 30

## Greek Theater

**Guest Lecturer**

Caleb Faires

**Lesson Synopsis**

Using the principles of *mimesis*, the Greeks developed tools of communication that were effective at communicating their mythic reality, their worldview, and also at transferring culture. So when we look at the history of Greek drama, it should challenge us in our own relation to drama today not to yield to what is often the banality and escapism of our own mediated culture but to think more intentionally and carefully about how it is that we transfer culture and how it is that we communicate with one another.

**Opportunity**

No. 13

**Lesson Topics**

Aristophanes, Euripides, Sophocles, Aeschylus; elements of Greek drama; the relationship of Greek drama to Greek worship of the gods

**Primary Source Material**

the plays listed in the lecture, which are also listed in Appendix A: Literature Planning Guide

**Vocabulary**

banality, escapism, mediate, poise, projection, humanistic, naturalistic, ideal, optimism, transcendence, frivolous, flippant, liturgy, amphitheater, intimate (adj.), reiterate, alternation, intervene, foible, ribald, unique, transitory, haphazard

**Timeline**

- ❖ c. 534 B.C.: The first official formal dramatic competitions in Greece.
- ❖ c. 525–455 B.C.: Aeschylus
- ❖ c. 495–405 B.C.: Sophocles
- ❖ c. 485–406 B.C.: Euripides
- ❖ c. 448–388 B.C.: Aristophanes



# Greek Theater

*Here I am myself—  
You all know me,  
the world knows my fame:  
I am Oedipus.  
~Sophocles, Oedipus Rex*

## 31 January

- ❖ 817 B.C.: Anchises, father of Aeneas, died.
- ❖ 1679: The opera *Bellerophon* by Jean-Baptiste Lully premiered in Paris.
- ❖ 1865: Robert E. Lee was appointed as commander of the Confederate forces.
- ❖ 1944: Operation Overlord was postponed until June.
- ❖ 1950: President Truman approved plans for the development of the H-Bomb.
- ❖ 2005: Keanu Reeves received a star on the Hollywood Walk of Fame.

## Oratory

- |                       |                     |
|-----------------------|---------------------|
| ❖ <i>Eloquence</i>    | ❖ <i>Projection</i> |
| ❖ <i>Tradition</i>    | ❖ <i>Animation</i>  |
| ❖ <i>Organization</i> | ❖ <i>Rhythm</i>     |
| ❖ <i>Simplicity</i>   | ❖ <i>Empathy</i>    |
| ❖ <i>Enunciation</i>  |                     |

## Rhetorical Mimesis<sup>1</sup>

### Natural

- ❖ *Observation of Reality*
- ❖ *Practical Limitations*
- ❖ *Matching Medium and Message*

### Ideal

- ❖ *Cultural Aesthetic*

---

<sup>1</sup> Mr. Faires included these outline headings as review from the last lesson about Greek Oratory, but he did not discuss them in detail. *Ed.*

- ❖ *Individual Romanticism*
- ❖ *Philosophical Sanguinity*

### **Humanistic**

- ❖ *Ethnocentric*
- ❖ *Individualistic*
- ❖ *Anthropomorphic*

### **Optimism, the Ideal**

- ❖ *Seeking Objectivity*
- ❖ *Attempted Transcendence*
- ❖ *Beauty*

Osiris

Dionysos

Greek Theater

### **Festivals**

- ❖ *Festivals*
- ❖ *Tragedy*
- ❖ *Comedy*
- ❖ Dithyramb
- ❖ *History*
- ❖ *Competitions*

### **Setting**

- ❖ Theatron
- ❖ *Orchestra*
- ❖ Skene
- ❖ Deus Ex Machina

### **Dramatic Elements**

- ❖ *Chorus*
- ❖ *Monologue*
- ❖ *Dialogue*

- ❖ *Auctors*
- ❖ *Lectors*

## Distinctive Standards

### Tragedy

- ❖ *Prologue*
- ❖ *Parados*
- ❖ *Episode*
- ❖ *Commos*
- ❖ *Exodus*
- ❖ *Mimesis: Universal Imitation*
- ❖ *Alternation: Verse Structures*

### Comedy

- ❖ *Stasimon: Rhythmic Satires*
- ❖ *Paradoxos: Word Play*
- ❖ *Pernao Kala: Chorus Jesting*

### History

- ❖ *Mnemeo: Legacy*
- ❖ *Historia: Inquiry/Examination*
- ❖ *Aghalma: Metered Epic*

## Early Playwrights

### Aeschylus, c. 525–455 B.C.

- ❖ *Persian Wars*
- ❖ *Prometheus Bound*
- ❖ *Agammemnon*
- ❖ *Oresteia*

### Sophocles, c. 495–405 B.C.

- ❖ *Ajax the Lesser*
- ❖ *Electra*
- ❖ *Oedipus Rex*
- ❖ *Antigone*

**Euripides, c. 485–406 B.C.**

- ❖ Medea
- ❖ Bacchae
- ❖ Orestes
- ❖ Ajax the Greater
- ❖ Alcestis

**Aristophanes, c. 448–388 B.C.**

- ❖ Frogs
- ❖ Clouds
- ❖ Lysistrata
- ❖ Wasps
- ❖ Birds

## How Cultures Change

- ❖ *Philosophy → Literature → Music → Art → Theology → Popular Culture*



*Lord, thank you so much that you are a God of remembrance and that you are a God who calls us to imitate you. Thank you, furthermore, that you speak to us in human language, you reveal yourself to us in ways that we can understand in our own common human experience, and ultimately that you've revealed yourself in Christ. I pray that you would help us to think deeply on what we've studied today, that we would not simply brush off the example of the Greeks, but that we might see in them an example of intentionality; more importantly that we would consider the ideas and the beliefs that you have called us to, and that we would not be conformed to this world, but that we would be transformed by the renewing of our minds, and then, that in that transformation, we would see not just a change of ideas but a change of the habits of our lives, that we would not just be hearers but doers of the Word, that the liturgies, the patterns of our worship, the patterns of each and every detail of our lives would reflect Christ. And I pray that, in this, Christ would be glorified, that his Kingdom will be furthered, and that the gospel would take root in our own land. And we pray all of this in the name of Christ Jesus. Amen.*

## Lesson 31

## The Greek Gift of Genre

**Guest Lecturer**

Ben Crist

**Lesson Synopsis**

The Greeks, during a brief, but amazing, period called the Golden Age, were graced with imagination, wonder, and creativity unparalleled in the annals of history. The great literary genres they developed at this time include history, drama, philosophy, and poetry, which set the paradigms of Western Civilization.

**Opportunity**

none for this lesson

**Lesson Topics**

the Greek Muses; Hesiod; Francis Schaeffer's theory of cultural change; Redemption and Fall in stories; review of rhetorical *mimesis*; the similarity of the pantheons of Rome and Greece; Pindar; Oppian; three approaches to myth; how myth relates to truth; Greek poets: Homer, non-Homeric poetry, Sappho, Anacreon, Simonides; Greek innovations in storytelling; Greek historians: Herodotus, Thucydides, Xenophon, Polybius; Greek innovations in history writing; biography; Plutarch

**Primary Source Material**

poetry by some of the poets listed above

**Vocabulary**

repudiation, capricious, vindictive, placate, attribute (v.), *non sequitur*, epistemology, ontology, affective, monody, elegy, epigram, flux, periodical, sophistry, theoretical, dispassion, separatist, syncretism, antithesis, discernment

**Timeline**

- ❖ c. 1900 B.C.: The call of Abram from the city of Ur
- ❖ c. 1600–1150 B.C.: Mycenaean Age: first flowering of culture in Crete
- ❖ c. 1250 B.C.: Moses led the Exodus from slavery in Egypt
- ❖ c. 1150–1000 B.C.: Dorian, Ionian, Arcadian, Migrations; City-States
- ❖ c. 1043–931 B.C.: United Kingdom of David and Solomon
- ❖ 950–939 B.C.: Trojan War: rise of epic poetry; unified Greek culture
- ❖ 900–750 B.C.: Age of Colonization: commercialization of the Polis
- ❖ 722–586 B.C.: Conquest of Israel and Judah: the Jewish Diaspora
- ❖ 500–479 B.C.: Persian Wars: cooperation of the Greek City-States
- ❖ 431–404 B.C.: Peloponnesian War: conflict of Athens and Sparta
- ❖ 359–323 B.C.: Macedonian Age: conquests of Philip and Alexander



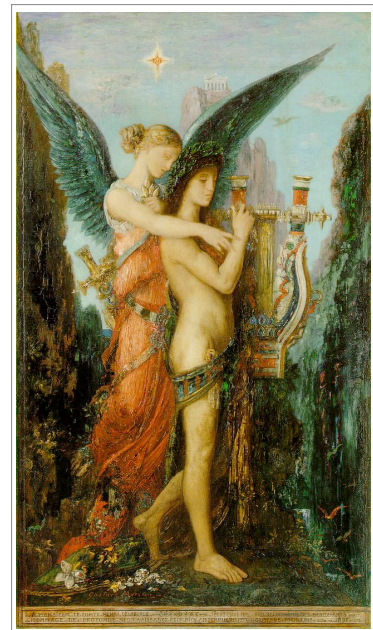
- ❖ 200–120 B.C.: Polybius
- ❖ 165–146 B.C.: Roman Conquest: the end of Greek independence
- ❖ A.D. 46–120: Plutarch

## The Gift of Greek Genre

*Great systems of thought, profound and skilful works of art, do not perish unless their material vehicle is utterly destroyed. They do not become fossils, because a fossil is lifeless and cannot reproduce itself. But they, wherever they find a mind to receive them, live again in it and make it live more fully.*  
~Gilbert Highet

### 2 February

- ❖ *Candlemas Day: Honors the presentation of the infant Jesus in the temple in Jerusalem in accordance with Mosaic Law (Lev. 12:67; Luke 2:32).*
- ❖ *1594: Giovanni Pierluigi da Palestrina died in Rome.*
- ❖ *1863: Journalist Samuel Clemens used the moniker Mark Twain for the first time.*
- ❖ *1865: Fritz Kreisler, violin virtuoso, was born in Austria.*
- ❖ *1905: Ayn Rand was born as Alissa Rosenbaum in St. Petersburg, Russia.*
- ❖ *1942: The Los Angeles Times urged additional security measures be established against Japanese Americans.*



*Hesiod and the Muse*  
by Gustave Moreau, 1891

- ❖ 1901: Jascha Heifetz, violin virtuoso, was born in Russia.

## The Nine Muses

- |                              |                                       |
|------------------------------|---------------------------------------|
| ❖ Calliope: epic poetry      | ❖ Melpomene: tragedy                  |
| ❖ Clio: historical narrative | ❖ Thalia: comedy                      |
| ❖ Euterpe: aulos playing     | ❖ Polyhymnia: prayers and ritual      |
| ❖ Erato: lyric poetry        | ❖ Urania: astronomical demonstrations |
| ❖ Terpsichore: dance         |                                       |



Jascha Heifetz at age six

## How Cultures Change

- ❖ Philosophy → Literature → Music → Art → Theology → Popular Culture<sup>1</sup>

## Redemption Stories and Fall Stories

- ❖ Star Wars
- ❖ Elf
- ❖ The Prestige
- ❖ My Big Fat Greek Wedding

## Rhetorical Mimesis<sup>2</sup>

### Natural

- ❖ Observation of Reality
- ❖ Practical Limitations
- ❖ Matching Medium and Message



Detail from *The School of Athens*  
by Raphael

<sup>1</sup> *The God Who Is There*, ©1968

<sup>2</sup> Because these headings are review from the last two lessons, Mr. Crist didn't go into much detail in the lecture on each point. Ed.

**Ideal**

- ❖ *Cultural Aesthetic*
- ❖ *Individual Romanticism*
- ❖ *Philosophical Sanguinity*

**Humanistic**

- ❖ *Ethnocentric*
- ❖ *Individualistic*
- ❖ *Anthropomorphic*

| Greece            | Rome           |
|-------------------|----------------|
| <i>Zeus</i>       | <i>Jupiter</i> |
| <i>Hera</i>       | <i>Juno</i>    |
| <i>Athena</i>     | <i>Minerva</i> |
| <i>Aphrodite</i>  | <i>Venus</i>   |
| <i>Phoebus</i>    | <i>Apollo</i>  |
| <i>Hermes</i>     | <i>Mercury</i> |
| <i>Ares</i>       | <i>Mars</i>    |
| <i>Artemis</i>    | <i>Diana</i>   |
| <i>Poseidon</i>   | <i>Neptune</i> |
| <i>Hephaistos</i> | <i>Vulcan</i>  |
| <i>Kronos</i>     | <i>Saturn</i>  |
| <i>Dionysos</i>   | <i>Bacchus</i> |
| <i>Hades</i>      | <i>Pluto</i>   |
| <i>Eros</i>       | <i>Cupid</i>   |

## Mythmakers

- ❖ *Hesiod* (c. 700 B.C.): *Works and Days*, *Theogony*
- ❖ *Pindar* (c. 518 B.C.): *Odes for Olympic Victors*
- ❖ *Oppian* (c. A.D. 150): *natural world*

## Dim Reflections and Insights

**Approaches**

- ❖ *Ignore Myths Altogether*
- ❖ *Embrace Myths Uncritically*
- ❖ *Critique Myths Biblically*

### **Critical Elements**

- ❖ *Myths Are the Fruit of Pagan Culture*
- ❖ *Myths Corrupt the Truth*
- ❖ *Myths Are Dangerous*

### **Epistemology**

- ❖ *Myths Reaffirm Fallen Inclinations*
- ❖ *Myths Reinforce Tendency to Vice*
- ❖ *Myths Reconfirm Morbid Obsessions*

### **Ontology**

- ❖ *Creator/Creature Distinction*
- ❖ *Destiny/Fate Confusion*
- ❖ *Symbol Inversion*

The One  
Story and  
True Myth

Poetry



*Ulysses at the Court of Alcinous*, by  
Francesco Hayez, 1814–1815;  
public domain.

## Poets

- ❖ *Homer (c. 850 B.C.)*
- ❖ *non-Homer*
- ❖ *Sappho (c. 620 B.C.)*
- ❖ *Anacreon: (c. 570 B.C.)*
- ❖ *Simonides: (c. 550 B.C.)*

## Innovations<sup>3</sup>

- ❖ *Characterization*
- ❖ *Dialogue*
- ❖ *Interpersonality\**

People are not just props for ideas, but characters with relationships: love affairs, arguments, conversations instead of speeches.

- ❖ *Psychology\**

The whole thrust of the *Iliad* and the *Odyssey* is the struggle of people who know they are mortals wrestling with the knowledge that they are going to die.

- ❖ *Metaphysics\**

Homer has a highly developed worldview. There is a living metaphysical realm. It goes beyond the human experience.

- ❖ *Epic Perspective\**

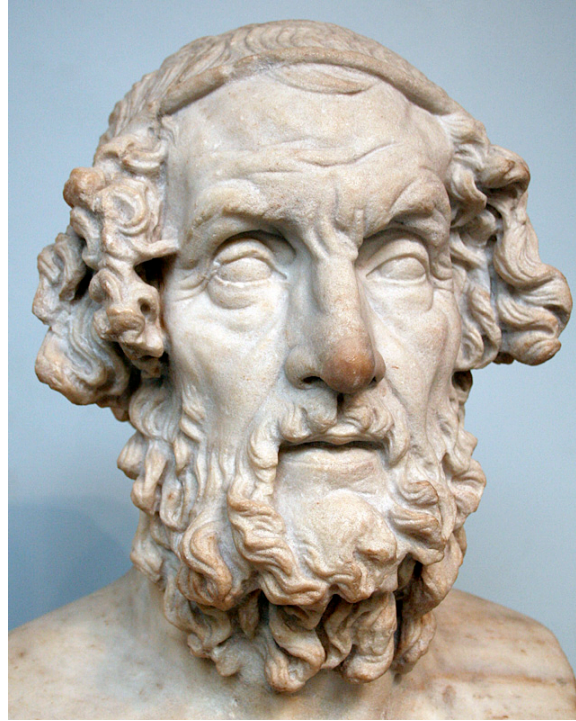
The story has a broad scale and a sweeping narrative.]]]

- ❖ *Subplots*

- ❖ *Pacing/Suspense/Adventure\**

Homer is able to bring you to heightened anticipation or drive you with suspense. Then he brings sudden grief and questioning. As a result, it is paced like life is paced.

- ❖ *Technical Detail*



Photograph taken of the bust of Homer in the British Museum, London; public domain.

<sup>3</sup> Mr. Crist omitted the asterisked headings from his lecture. Included here are the headings and the presenter notes from his slide presentation. Ed.

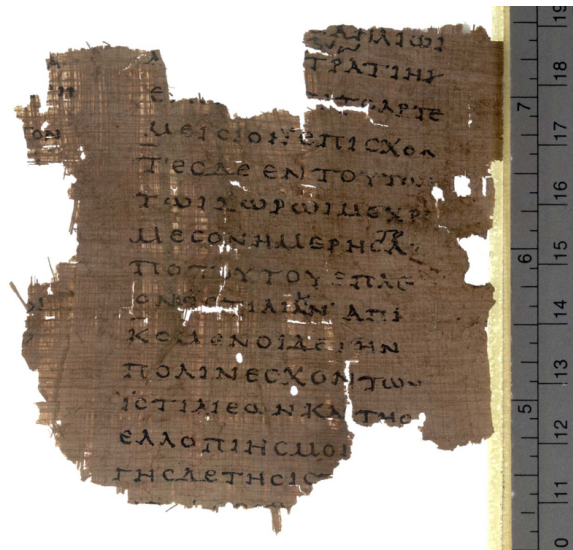


## Greek Timeline <sup>4</sup>

- ❖ **c. 1900 B.C.: The call of Abram from the city of Ur**
- ❖ c. 1600–1150 B.C.: Mycenaean Age: The First Flowering of Culture in Crete
- ❖ **c. 1250 B.C.: Moses Led the Exodus from Slavery in Egypt**
- ❖ c. 1150–1000 B.C.: Dorian, Ionian, Arcadian, Migrations; City-States
- ❖ **c. 1043–931 B.C.: United Kingdom of David and Solomon**
- ❖ 950–939 B.C.: Trojan War: The Rise of Epic Poetry; Unified Greek Culture
- ❖ 900–750 B.C.: Age of Colonization: Commercialization of the Polis
- ❖ **722–586 B.C.: Conquest of Israel and Judah: The Jewish Diaspora**
- ❖ 500–479 B.C.: Persian Wars: Cooperation of the Greek City-States
- ❖ 431–404 B.C.: Peloponnesian War: Conflict of Athens and Sparta
- ❖ 359–323 B.C.: Macedonian Age: Conquests of Philip and Alexander
- ❖ 165–146 B.C.: Roman Conquest: The End of Greek Independence

## History

- ❖ *Herodotus* (485–425 B.C.): Halicarnassus/Exile: Persian War
- ❖ *Thucydides* (460–400 B.C.): Athenian Patriot: Peloponnesian War
- ❖ *Xenophon* (435–354 B.C.): Student of Socrates: Anabasis
- ❖ *Polybius* (200–120 B.C.): Political Hostage: Rise of Rome
- ❖ *Plutarch* (A.D. 46–120): Moralism: Parallel Lives



Fragment from Herodotus' *Histories*, Book VIII on Papyrus Oxyrhynchus 2099, dated to early 2<sup>nd</sup> century A.D.

## Innovations

- ❖ *Attempt at Accuracy*
- ❖ *Thesis/Antithesis*
- ❖ *Willful Objectivity*

<sup>4</sup> Mr. Crist's original outline had the headings referring to biblical events in red. Since most families print these manuals in black and white, the biblical events have been changed to bold font. Ed.

❖ *Documented Quotations\**<sup>5</sup>

They wanted some authority beyond their own. They didn't merely assert truths; they backed them up.

❖ *Political Criticism\**

At the center of most historical events is some kind of political conflict. They believed that politics is the central expression of man's deepest desire.

❖ *Cyclic Nature\**

They wanted to show patterns in history, the idea that history repeated itself. It was not a biblical idea, but a Greek idea.

❖ *Cultural Analysis\**

Why do people do the things they do?

❖ *Periodical Style\**

They wanted to write for the future, but for their own time as well. The historian is a journalist writing in a periodical style or he is a chronicler for the future. Thucydides is trying to prove something for his own political party and his own career.

❖ *Sophistry\**

They were influenced by the idea that caused them to be rationalistic. They were not looking for gods and goddesses to explain events but they looked to what they could observe. They were cynical and skeptical. They asked questions and doubted first appearances. They looked for deeper meanings.

❖ *Theoretical Legacy\**

They realized they were pioneering a way of doing history that would attract followers and create opponents. In a sense, they were politicians. So we not only have to understand the events of history, but we also have to understand the person who wrote the history. So you can't be like Finley and say you believe every single thing a writer (Thucydides) *says*. Otherwise, you would believe falsehood like the idea that Athens was the greatest Greek city.

❖ *Vivid Dispassion\**

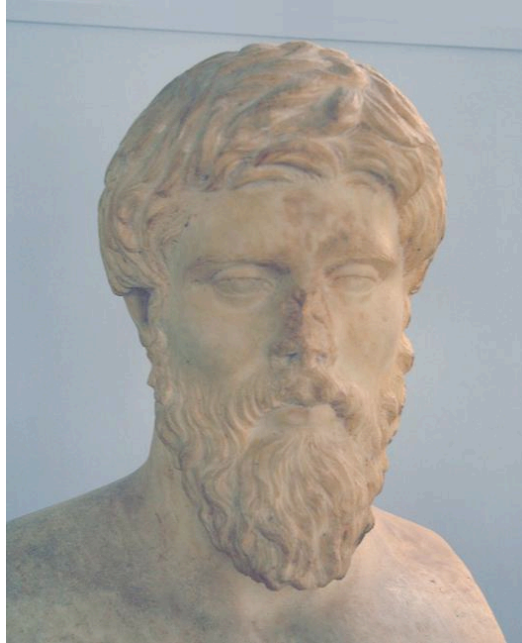
They gave vivid descriptions while at the same time staying separate and dispassionate and objective. They dealt with how to balance the passion of the moment with objectivity. Ultimately, that's why history comes alive. It is full of substance and objectivity, but presented with passion.

❖ *Moral Philosophy*


---

<sup>5</sup> Mr. Crist skipped all the headings asterisked in this section. I've added his presenter notes from his slide presentation where he included them. *Ed.*

# Biography



Bust of Plutarch, displayed in the Delphi Museum

## Responses to Pagan Literature

### **Separatism**

- ❖ *Against the Culture*
- ❖ *Isolating and Ineffective*
- ❖ *Throws out the Good with the Bad*

### **Syncretism**

- ❖ *With the Culture*
- ❖ *Compromising and Diverse*
- ❖ *Mixes the Good with the Bad*

### **Antithesis**

- ❖ *Seed of the Serpent/Seed of the Woman*
- ❖ *Discerning and Comprehensive*
- ❖ *Retains Truth and Throws out Error*





*Dear heavenly Father, I thank you for history. I thank you for words and language that you've given us, primarily, Lord, first to glorify you. And the extent to which we do that, is the extent to which our language is beautiful, and our works enduring. Give us discernment, we pray, as we go through our day. And not just in literature but in all of the things that we do, Lord. How might we glorify you? What are you telling us about yourself in these things? Be with each of these students, Lord, I pray. Steel their minds against the attacks of the enemy in a pagan culture that will immediately want to twist your words as soon as they go into their minds. Thank you for your grace and your blessings of health and safety at our school. I give you the glory for that. In your name, Amen.*

## Lesson 32

# The Great Playwrights

**Guest Lecturer**

Caleb Faires

**Lesson Synopsis**

As we operate in society, we inevitably wind up imitating particular virtues, and our imitations are rooted in our ideals. Our desire to imitate is rooted in a series of shared ideals. Those ideals and imitations are important. We'll see, as we look at the Greek playwrights, a history of a long series of traditions, memories, and practiced ideals beginning with the great tragic authors.

**Opportunity**

No. 14

**Lesson Topics**

development of Greek drama; Greek playwrights: Aeschylus, Sophocles, Euripides, Aristophanes; descriptions of the plots of Aeschylus' *Agamemnon*, Sophocles' *Oedipus Rex*, Euripides' *Antigone*, Euripides' *Medea*, Aristophanes' *The Clouds*; comparison of elements of tragedy and comedy; innovations of various Greek playwrights

**Primary Source Material**

Many of the plays discussed in depth in this lesson are included in the literature list in Appendix A.

**Vocabulary**

affective, prominence, dilemma, omen, exact (v.), *polis*, innovation, inevitability, fate, irony, *skene*, *deus ex machina*, protagonist, colloquial, intolerance, prudery, oligarchy, satire, double-talk, sophistry, cynicism, amorphous, primordial, irrationality, impersonalism, disparate

**Timeline**

- ❖ c. 550–500 B.C.: Thespis of Athens
- ❖ c. 525–455 B.C.: Aeschylus
- ❖ c. 495–405 B.C.: Sophocles
- ❖ c. 485–406 B.C.: Euripides
- ❖ c. 448–388 B.C.: Aristophanes



# The Great Playwrights

*The tyrant is a child of Pride  
Who drinks from his great sickening cup  
Recklessness and vanity,  
Until from his high crest headlong  
He plummets to the dust of hope.  
That strong man is not strong  
But let no fair ambition be denied;  
May God protect the wrestler for the State  
In government, in comply policy,  
Who will fear God, and on his ordinance wait.  
~Sophocles, Oedipus Rex*

## 7 February

- ❖ 1812: Novelist Charles Dickens was born.
- ❖ 1839: Henry Clay declared, "I had rather be right than be president."
- ❖ 1914: Charlie Chaplin debuted the Tramp.
- ❖ 1933: Marxism was pronounced dead at a Social Democrats meeting in Berlin.
- ❖ 1998: The XVIII Winter Olympic games are held at Nagano, Japan.

## The Direction of Mimesis

## The Span of Greek Theater

- ❖ *Thespis of Athens, c. 550–500 B.C.:* Pelias & Phorbas, Pentheus
- ❖ *Choerilus of Athens, c. 523–468 B.C.:* Alope
- ❖ *Phrynichus of Athens, c. 511 B.C.:* Phoenissae, Actaeon
- ❖ *Pratinus of Phlius, c. 500 B.C.:* Caryatids, Perseus
- ❖ *Ion of Chios, c. 452 B.C.:* Alcmena, Phoenix
- ❖ *Achaeus of Eretria, c. 484–405 B.C.:* Adrastus, Oedipus, Theseus
- ❖ *Agathon of Athens, c. 448–400 B.C.:* Antheus, Mysians
- ❖ *Aristarchus of Tegea, c. 454 B.C.:* Achilles, Tantalus
- ❖ *Aristias of Phlius, 5<sup>th</sup> century B.C.:* Atalanta, Cyclopes, Orpheus
- ❖ *Critias of Athens, c. 460–403 B.C.:* Atalanta, Rhadamanthys
- ❖ *Euripides the Younger, 5<sup>th</sup> century B.C.:* Orestes, Polyxena
- ❖ *Iophon of Athens, c. 428–405 B.C.:* Achilles, Bacchantes

- ❖ *Melanthius, c. 419 B.C.: Medea*
- ❖ *Meletus of Athens, c. 405, B.C.: Oidipodia*
- ❖ *Neophron of Sicyon, 5th century B.C.: Medea*
- ❖ *Nicomachus of Phrygia, c. 425 B.C.: Aledander, Alcmaeaon*
- ❖ *Timotheus of Miletus, c. 446–357 B.C.: Persians*
- ❖ *Diogenes Oenomaus, c. 404 B.C.: Achilles, Helen, Heracles*
- ❖ *Chaeremon, c. 380 B.C.: Dionysus, Centaur, Io*
- ❖ *Theodectes of Phaselis, c. 380–340 B.C.: Ajax, Helen, Philoctetes*
- ❖ *Dionysus I of Syracuse, c. 432–367 B.C.: Adonis, Alcmena, Leda*
- ❖ *Lycophron of Calchis, c. 285–247 B.C.: Aeolus, Wanderer, Orphan*
- ❖ *Philiscus of Corcyra, c. 284, B.C.: Themistocles*
- ❖ *Sosiphanes of Syracuse, c. 300 B.C.: Meleager*
- ❖ *Sosithius of Alexandria, c. 280 B.C.: Aethlius, Daphnis*

## Early Playwrights

- ❖ *Aeschylus, c. 525–455 B.C.: Persian Wars, Prometheus Bound, Agammemnon, Oresteia*
- ❖ *Sophocles, c. 495–405 B.C.: Ajax the Lesser, Electra, Oedipus Rex, Antigone*
- ❖ *Euripides, c. 485–406 B.C.: Medea, Bacchae, Orestes, Ajax the Greater, Alcestis*
- ❖ *Aristophanes, c. 448–388 B.C.: Frogs, Clouds, Lysistrata, Wasps, Birds*

## Aeschylus, c. 525–455

It is a hard fate to refuse obedience, and hard if I must slay my child, the glory of my home,  
and at the altar-side stain a father's hand with streams of virgin's blood. Which of these  
courses is not filled with evil?

~Aeschylus, *Agamemnon*

## The Essentials of Tragedy: Pity and Fear

- ❖ *Hamartia: Tragic Flaw/ Missing the Mark*
- ❖ *Catastrophe: A Downward Turn/ Overturning*
- ❖ *Hubris: Overweening Pride/ Unrestrained Self-exaltation*
- ❖ *Anagnorisis: Tragic Realization/ Recognition*
- ❖ *Peripeteia: Reversal of Fortune/ Sudden Change*

- ❖ Catharsis: *Emotional Release/ Purgation*

## Agamemnon

Oh men, your destiny.  
When all is well a shadow can overturn it.  
When trouble comes a stroke of the wet sponge,  
And the picture's blotted out. And that,  
I think that breaks the heart.

~Aeschylus, *Agamemnon*<sup>1</sup>

## Themes

- ❖ *The Dilemma of Justice*
- ❖ *Suffering and Frailty*

## Sophocles c. 495–405

Now, O Light, may I look on you for the last time!  
I, Oedipus, Oedipus, damned in his birth, in his marriage damned,  
Damned in the blood he shed with his own hand!

~Sophocles, *Oedipus Rex*<sup>2</sup>

### Innovation

- ❖ *Not an Actor*
- ❖ *Reduced Chorus Size*
- ❖ *Additional Theatrical Elements*
- ❖ *Actors*

## Oedipus Rex

This is the king who solved the famous riddle  
And towered up, most powerful of men.  
No mortal eyes but looked on him with envy.

---

<sup>1</sup> These are Cassandra's last words in Robert Fagles' translation. *Ed.*

<sup>2</sup> Scene IV, lines 68–72

Yet in the end ruin swept over him.

~Sophocles, *Oedipus Rex*

### Themes

- ❖ *Inevitability of Fate*
- ❖ *Irony*
- ❖ *Value of Truth*
- ❖ *King and Polis*
- ❖ *Hubris*

## Antigone

I cannot say  
Of any condition of human life 'This is fixed,  
This is clearly good, or bad.' Fate rises up,  
And Fate casts down the happy and unhappy alike:  
No man can fortell his Fate.

~Sophocles, *Antigone*

### Themes

- ❖ *Law and Justice*

## Eurípides c. 485–406

She hates her sons.  
Takes no pleasure in their sight.  
I dread to think of what is hatching in her mind.

~Euripides, *Medea*

### Innovations

- ❖ *Theme*
- ❖ *Women*

### Technical Innovation

- ❖ *Skene*
- ❖ *Deus ex Machina*
- ❖ *Dialogue*

### Themes

- ❖ *Inevitability of Fate*

- ❖ *Legitimacy and Legality*
- ❖ *Justice and Law*
- ❖ *Love and Hatred*
- ❖ *Justice and Vengeance*

## The Essentials of Comedy: The Ridiculous

- ❖ *Hamartia: Exercise of Folly*
- ❖ *Catastrophe: Confusion and Circumstance*
- ❖ *Hubris: Intolerance or Prudery*
- ❖ *Anagnorisis: Awakening to Folly*
- ❖ *Peripeteia: Fortune Smiles/ Restoration*
- ❖ *Catharsis: Laughter and Recovery*

## Aristophanes c. 448–388

Come, tell me the kind of mind you have; it is important that I know this, that I may order my batteries against you in the right fashion.

~Aristophanes, *The Clouds*

## The Clouds

They are the Clouds of heaven, great goddesses for the lazy. To them we owe all, thoughts, speeches, trickery, roguery, boasting, lies, sagacity.

~Aristophanes, *The Clouds*

## The Realities of Greek Drama

- ❖ *Fixed and Impersonal Fate*
- ❖ *Chain of Being*
- ❖ *Chance and Chaos*
- ❖ *Pessimism*
- ❖ *Insufficient Answers*
- ❖ *Rejection of Personal Theism*



*Lord, thank you for the witness of history. Thank you for the witness of your providence that we see even in the history of the Greek tragic and comic playwrights, who rejected your providence. We see, even there, your providence at work. You show your handiwork even in the disbelief of men. I pray that you would drive us to the realization of the truth of the gospel, that we would not be content to mimic the world, to think of glory as the world does, to think of honor as the world does, to think of success as the world does, but that we might be transformed by your Word, that we might be conformed to the image of your Son, that we might also be witnesses, witnesses to a world that is full of questions without answers, that we might be witnesses of the one true answer and the hope of the gospel. We pray all this in the name of Christ Jesus and ask that you would bless the work of our hands as we go forth today. We pray this in your name. Amen.*



## Lesson 33

# Greek Poets and History

**Guest Lecturer**

Ben Crist

**Lesson Synopsis**

Last time, we laid out some general terms of reference in Greek literature, Greek drama, and Greek history. Today, we're going into some of the specifics. We'll become acquainted with some of the key stories in history and in the literature of the Greeks.

**Opportunity**

none for this lesson

**Lesson Topics**

Hesiod; elements of Greek mythology; components of epic poetry; Homer; the *Iliad*; the *Odyssey*; Herodotus; Thucydides; Plutarch; elements of Greek historical study

**Primary Source Material**

none for this lecture, see Appendix A: Literature Planning Guide

**Vocabulary**

canon, protean, ascribe, attribute (v.), etiological, wile, formulaic, battalia, supplicate, suppliant, august, circum-spect, stalwart, interpersonality, metaphysics, ken, allusion, mendacity, vivacity, objectivity, sophistry

**Timeline**

- ❖ c. 800 B.C.: Homer
- ❖ c. 700 B.C.: Hesiod
- ❖ c. 484–425 B.C.: Herodotus
- ❖ c. 460–404 B.C.: Thucydides
- ❖ A.D. 50–100: Plutarch



## Greek Poets and History

*Human activity is always the creativity of a creature.*  
~Peter Leithart

## 9 February

- ❖ *108: Addai of Edessa was martyred.*
- ❖ *1590: The British Parliament established workhouses for the poor.*
- ❖ *1773: William Henry Harrison was born.*
- ❖ *1825: John Quincy Adams was elected president by the House of Representatives.*
- ❖ *1870: The Meteorological Service was established.*
- ❖ *1941: Winston Churchill declared, "We shall not fail or falter."*
- ❖ *1964: The Beatles appeared on The Ed Sullivan Show.*

## Mythology

### Hesiod (c. 700 B.C.)

But should he, wretched Man, a Nymph embrace,  
 A stubborn Consort of a stubborn Race,  
 Poor hamper'd Slave how must he drag the Chain!  
 His Mind, his Breast, his Heart o'ercharg'd with Pain!  
 What congregated Woes must he endure!  
 What Ills on Ills which will admit no Cure!

~*Theogony*

## The Essentials of Greek Mythology

- ❖ *Anthropomorphism*
- ❖ *Frequent Assimilation*
- ❖ *Unabashed Borrowers*
- ❖ *Details and Names*
- ❖ *Motivation*
- ❖ *Structure*
- ❖ *Mimetic Rivalry*
- ❖ *Scapegoating*
- ❖ *Thematic Development*
- ❖ *Entertainment*
- ❖ *Chain of Being*

- ❖ *Ascriptions of Lasting Value*
- ❖ *Ethiological Functions*

## Poetry

- ❖ *Length*
- ❖ *Epic Narrative*
- ❖ *Virtuous Hero*

## Homer (c. 800 B.C.)



*Ulysses at the Court of Alcinoous*  
by Francesco Hayez, 1814–1815

Honour then the gods,  
Achilleus, and take pity upon me  
remembering your father, yet I am still more pitiful;  
I have gone through what no other mortal on earth has gone through;  
I put my lips to the hands of the man who has killed my children.

~*The Iliad*

### Three Views of Composition

- ❖ *Unitarians*
- ❖ *Analysts*
- ❖ *Oral Formulaic Method*
- ❖ *Epithets*

## The Iliad

## The Odyssey

## Essentials of Homeric Epic

### Structural Integrity

- ❖ *Characterization*

- ❖ *Dialogue*
- ❖ *Interpersonality*
- ❖ *Metaphysics*
- ❖ *Epic Perspective*
- ❖ *Pacing*
- ❖ *Technical Detail*

## History

### Herodotus, (c. 484–425 B.C.)

So much for what the Persians and Phoenicians say; and I have no intention of passing judgement on its truth or falsity. I prefer to rely on my own knowledge, and to point out who it was in actual fact that first injured the Greeks.

~The Histories

- ❖ *Narrative History*
- ❖ *Chronologies*

### Thucydides (c. 460–404 B.C.)

Thucydides, an Athenian, wrote the history of the war between the Peloponnesians and the Athenians, beginning at the moment that it broke out, and believing that it would be a great war, and more worthy of relation than any that had preceded it...Indeed this was the greatest movement yet known in history, not only of the Hellenes, but of a large part of the barbarian world—I had almost said of mankind.

~The Peloponnesian War

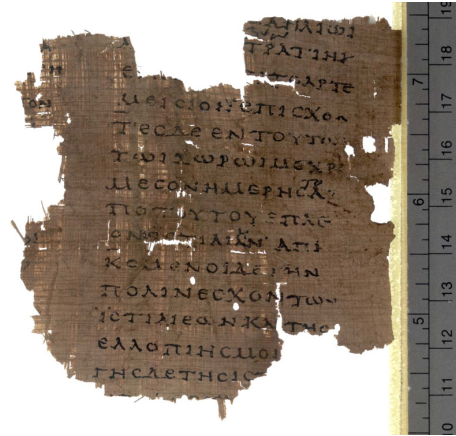
- ❖ *Accuracy*

### Plutarch (A.D. 50–100)

But virtue, by the bare statement of its actions, can so affect men's minds as to create at once both admiration of the things done and desire to imitate the doers of them.

~Parallel Lives of the Greeks and Romans

- ❖ *The Father of Biography*



Fragment from Herodotus' *Histories*, Book VIII on Papyrus Oxyrhynchus 2099, dated to early 2<sup>nd</sup> century A.D.;

# Essentials of Greek Historians

- ❖ *Attempted Accuracy*
- ❖ *Willful Objectivity*
- ❖ *Thesis and Antithesis*
- ❖ *Sourcing Quotations*
- ❖ *Political Criticism*
- ❖ *Moral Philosophy*
- ❖ *Cyclical Nature*
- ❖ *Periodical Style*
- ❖ *Sophistry*
- ❖ *Theoretical Legacy*
- ❖ *Vivid Descriptions*

## Realities of Greek Drama and Literature<sup>1</sup>

- ❖ *Fixed and Impersonal Fate*
- ❖ *Chain of Being*
- ❖ *Chance and Chaos*
- ❖ *Pessimism*
- ❖ *Insufficient Answers*
- ❖ *Rejection of Personal Theism*



*Dear heavenly Father, I thank you for your works in history, for the creation not out of your own need but out of your own pleasure of this world and of we who are in it. Thank you that your Scripture gives us the wisdom necessary to navigate the treacherous waters of the words of men and that these words would be used, all of them, Lord, to your purposes and ends, and that we, as students, would commend ourselves to the study of great literature, not, Lord, that we would make it truth, but that we would see your truth however deeply obscured by the sins that we all so frequently commit. Thank you for your mercy in history to know that we would try so hard to make the gods like us, but instead you made yourself to take on our flesh and break down the division between God and man in your own flesh, in the flesh of your Son, Jesus. Be with us this day, Lord. As we go about our tasks, equip us to do them, Lord, looking to you, your smiling face, with just awe knowing that, though we were consigned to disobedience, Lord, you still desired to show us all mercy. Bless this day and our work in it we pray. Amen.*

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<sup>1</sup> This set of headings is a review from the last lecture. Mr. Crist showed them in class but didn't discuss them. *Ed.*

## Lesson 34

# The Classical Orders of Architecture

**Lesson Synopsis**

The classical orders of architecture show us that when people and their lives are taken seriously, it is possible to create many, many different forms of incredibly beautiful art. To this day, the classical orders of architecture, embodied in the Parthenon, inform us and shape us and push us into the future.

**Opportunity**

No. 15

**Lesson Topics**

the classical orders of Greek architecture; how architecture communicates worldview

**Primary Source Material**

none for this lesson

**Vocabulary**

bas relief, pentelic, perspective, concave, pediment, artistry, craftsmanship, idealize, humanistic, medium (n.), aesthetic, romanticism, sanguinity, ethnocentric, individualistic, anthropomorphic, abstract, convexation, concavation, form, function, suitable, objective, criterion, craftsmanship, cleverness, validity, articulate, consistency, intentionality, correlation, nihilism, bucolic, evoke

**Timeline**

- ❖ 447–438 B.C.: The Parthenon was built.
- ❖ 438 B.C.–A.D. 107: The Parthenon was used as a temple to Athena.
- ❖ A.D. 334–1456: The Parthenon was used as a Christian church, the Hagia Sophia, then renamed the Church of Our Lady.
- ❖ 1456–1460: The Parthenon was used as an Islamic mosque.



# The Classical Orders of Architecture

*Architecture is the most revealing of all the arts. It is possible to tell more about a culture's faith by its buildings than by its philosophers.*

~Paul Johnson

In this lecture, you'll notice something rather unusual: I am working with my dear friend, Pastor Yousif Matty.

He and I have spoken together a number of times in Northern Iraq, where he lives and ministers and where he established a network of thriving classical Christian schools. Whenever I have preached or taught there, Yousif has been my translator. Of course, in this lecture we were in Tennessee not Kurdistan. So, why the translation this time, you might ask? Well, because of the great success of our schools in Iraq, a delegation of government officials including members of the Kurdish parliament, a supreme court judge, and the minister of education, came to visit us at Franklin Classical School and to receive some new curriculum materials our teachers put together for use in Northern Iraq—and not just in our schools, but in all the schools throughout the region. It was a rare and historic moment, so we decided to preserve it and share it with you just as it happened. ~George Grant

## 14 February

- ❖ *Saint Valentine's Day.*
- ❖ *869: Cyril, architect of the Cyrillic alphabet, died while serving with his brother Methodius in the Slavic realm of Moravia in Eastern Europe.*
- ❖ *1473: The famed astronomer, Nicolas Copernicus, was born in Poland.*
- ❖ *1847: Mathew Brady photographed President James K. Polk in New York.*
- ❖ *1924: Thomas Watson created the International Business Machine Corporation: IBM.*

## Religion for Atheists

# The Parthenon



The Parthenon, 1871, by Frederic Edwin Church

## Ictinus, Callicrates, and Pericles

- ❖ *Begun 447 B.C.; Completed 438 B.C.*
- ❖ *7.5 Ton Bronze Doors: 24x7x1*
- ❖ *600 Sculptures: Friezes and Pediments*

## Athenian Doric Design

- ❖ *228' x 104' with 42' Idol*
- ❖ *Columns: 34' Pentelic Marble*
- ❖ *East: Athena's Birth and Wars*
- ❖ *West: Centaur and Trojan Wars*

## Historic Uses

- ❖ *438 B.C.–A.D. 107: Temple of Athena*
- ❖ *A.D. 334–1456: Hagia Sophia*
- ❖ *1456–1460: Mosque*



An example of bas relief, from the Elgin Marbles



# How Cultures Change

❖ *Philosophy*→*Literature*→*Music*→*Art*→*Theology*→*Popular Culture*

## Mimesis

### Natural

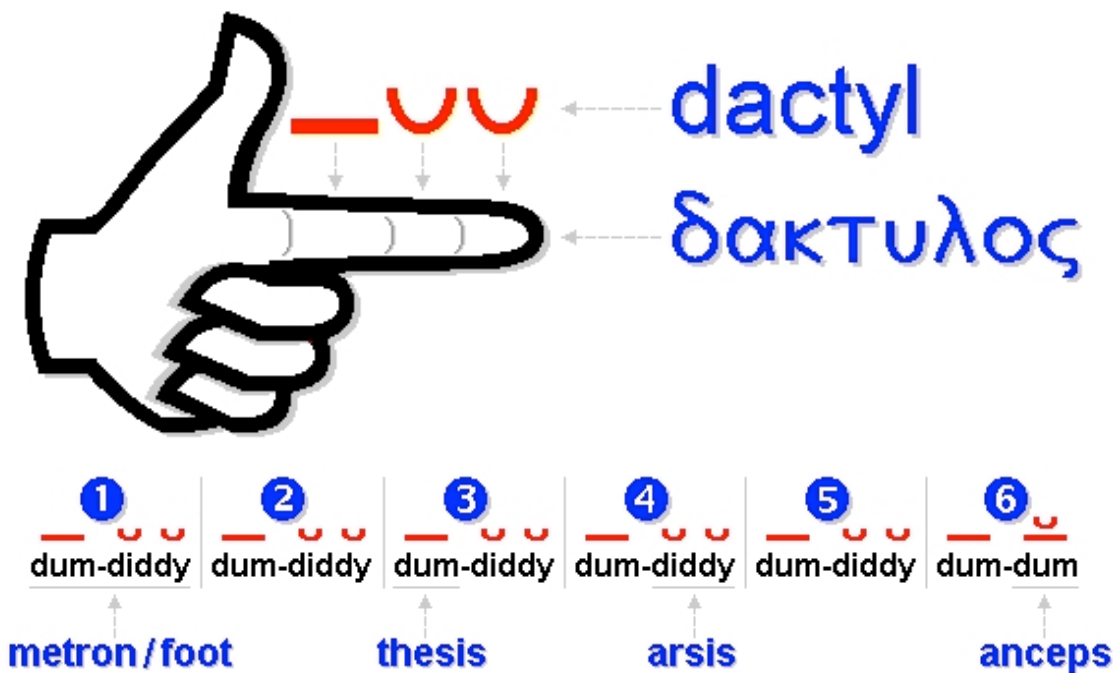
- ❖ *Observation of Reality*
- ❖ *Practical Limitations*
- ❖ *Matching Medium and Message*

### Ideal

- ❖ *Cultural Aesthetic*
- ❖ *Individual Romanticism*
- ❖ *Philosophical Sanguinity*

### Humanistic

- ❖ *Ethnocentric*
- ❖ *Individualistic*
- ❖ *Anthropomorphic*



These images have been released into the public domain by its creator.

# Elements of Classical Architecture<sup>1</sup>

## Classical Orders

- ❖ *Doric*
- ❖ *Ionic*
- ❖ *Corinthian*
- ❖ *Roman*
- ❖ *Tuscan*
- ❖ *Composite*

## Architectural Determinants

- ❖ *Form Follows Function*
- ❖ *Function Follows Form*
- ❖ *Form and Function Follow Engineering*
- ❖ *Engineering Follows Function and Form*
- ❖ *Cost Effectiveness Trumps All Other Factors*
- ❖ *Grandeur Trumps All Else*



From the *Treatise of such mathematical instruments* by John Robertson, 1747

## John Ruskin's Seven Lamps

- ❖ *Sacrifice: Doing Right and Doing Well*
- ❖ *Truth: Integrity and Honesty*
- ❖ *Power: Humanity and Courage*
- ❖ *Beauty: Nature and Symmetry*
- ❖ *Life: Physics and Metaphysics*
- ❖ *Memory: Tradition and Legacy*
- ❖ *Obedience: Creator-Creature Distinctions*

<sup>1</sup> The handout Dr. Grant mentions here is included at the end of this lesson. *Ed.*

# Schaeffer's Four Standards

## Technical Excellence

- ❖ *Craftsmanship versus Cleverness*
- ❖ *Form, Composition, Execution*

## Worldview Validity

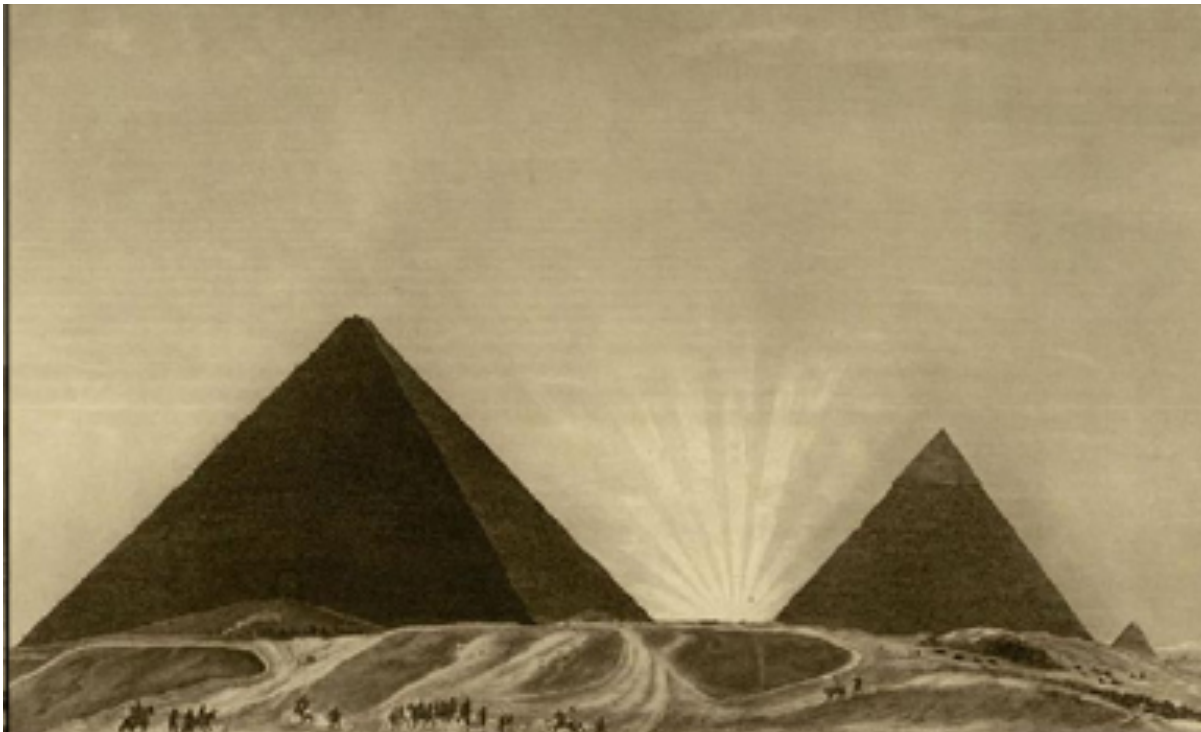
- ❖ *Coherence and Integrity*
- ❖ *Expression and Communication*

## Intellectual Substance

- ❖ *Articulated Content*
- ❖ *Consistency and Intentionality*

## Message and Medium

- ❖ *Suiting Vehicle to Message*
- ❖ *Correlation of Style and Content*



*View of the entrance to the Great Pyramid, Francois-Charles Cecil (1766–1840).*



Disney Concert Hall, ©Gerry Boughan/Shutterstock.com, used by permission



Arc de Triomphe, de l'Étoile, Paris, France, c. 1890–1900; public domain.





Eiffel Tower, looking toward Trocadéro Palace, Paris Exposition, 1889, public domain.



*Aya Sofia* by Gaspare Fossati, 1847–49, currently housed at the Gennadius Library; public domain.



Seattle's skyline, ©Mike Peters/Shutterstock.com, used by permission



Fallingwater, by Frank Lloyd Wright, photo by Sxenko, (CC BY-SA 3.0)





*Ruins of the Forum, Rome* by Bernardo Bellotto (1721–1780), painted c. 1743; public domain



Dubai Mall, the largest mall in the world,  
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A small town in Great Britain



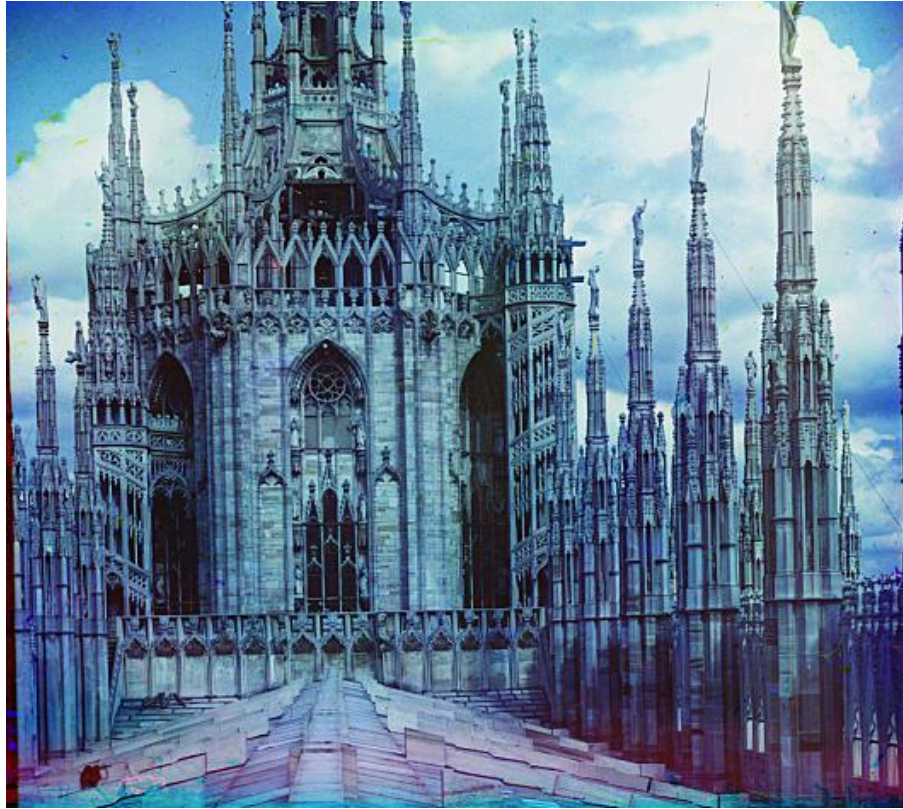


New York City's skyline, ©S. Borisov/Shutterstock.com, used by permission



Ronchamp Notre Dame du Haut, ©Alex Justas/Shutterstock.com, used by permission.





Detail of Milan Cathedral, Sergei Mikhaïlovich Prokudin-Gorskii (1863–1944); this photo was taken between 1905–1915; public domain



Cornerstone Presbyterian Church (formerly Parish Presbyterian Church), Franklin, Tennessee





Photo of the Hong Kong skyline by Jim Trodel, (CC BY-SA 2.0)



Entrance to a tomb in the Valley of the Kings; photo by Haloorange, released into the public domain.





The Dallas skyline, ©Spirit of America/Shutterstock.com, used by permission.



*Lord, I thank you for these students. I pray that you would use them for beauty, goodness, and truth all the days of their lives. For we pray this in your name. Amen.*



## Classical Architectural Terms

**Entasis:** the application of convexation (swelling outward) or concavation (bending inward) to an apparently straight line; adding a curve to a surface for aesthetic/visual purposes.

**Peristyle:** a columned porch or open colonnade in a building.

**Entablature:** the superstructure of moldings and bands which lie horizontally above columns, resting on their capitals.

**Architrave:** also called an epistyle; from Greek επίστυλο, epistylō or door frame) is the lintel or beam that rests on the capitals. It is the lowest part of the entablature consisting of architrave, frieze, and cornice. The word is derived from the Greek and Latin words arche and trabs combined together to mean "main beam".

**Mosaic:** art of creating images with an assemblage of small pieces of colored glass, ceramic, or stone.

**Frieze:** the part of a classical entablature between the architrave and the cornice, usually decorated with sculpture in low relief.

**Fresco:** a painted mural executed on wet plaster.

**Pedimentary:** the triangular section found above the horizontal entablature structure, supported by columns. The gable end of the pediment is surrounded by the cornice moulding. The tympanum is the triangular area within the pediment.

**Capital:** from the Latin caput, (head), forms the topmost member of a column or pilaster. It mediates between the column and the entablature.

**Column:** the structural pillar or pilaster.

**Cornice:** horizontal decorative molding that typically crowns doors and windows.

**Triglyph:** the vertically channeled tablets of the frieze.

**Abacus:** a flat slab forming the uppermost member or division of the capital and column, just above the bell and encroaching upon the entablature.

## Lesson 35

# The Phoenicians and the Celts

**Lesson Synopsis**

The Phoenicians and the Celts are typically understood as being very, very different peoples with very, very different impacts. However, these wandering peoples are wed in history. Their legacies are very similar.

**Opportunity**

none for this lesson

**Lesson Topics**

the ancient Phoenicians and Celts: their migrations and their legacies

**Primary Source Material**

none for this lesson

**Vocabulary**

systematician, forge, affinity, etymology, commodity, beguile, effectual, connotation, bane, cunning, romantic, polyphonic, drone, bardic, troubadour, symphonic, adornment, aqueduct, consumer, transcontinental, commerce, ethnicity, ethos, consensus, parochial, *lingua franca*

**Timeline**

- ❖ c. 500 B.C.: The Phoenicians circumnavigate the globe.
- ❖ c. 500 B.C.: Carthage is the single greatest training center in the entire Mediterranean.



## The Phoenicians and the Celts

*They that go down to the sea in ships and do business in great waters, these see the works of the Lord.  
~Psalm 107*

## 16 February

- ❖ *1497: Philip Melanchthon was born.*
- ❖ *1804: Stephen Decatur raided Tripoli Harbor.*
- ❖ *1810: The sovereignty of The Republic of West Florida was brought to an end.<sup>1</sup>*
- ❖ *1838: Henry Brooks Adams was born in Boston.*
- ❖ *1862: Fort Donelson surrendered.*
- ❖ *1923: King Tut's burial chamber was unsealed.*
- ❖ *1948: The first nightly newscast aired on N.B.C.*
- ❖ *1987: Ridley Scott's The Celts aired on B.B.C.*

## The Wandering Celts and Phoenicians

### The Emergence of the Phoenicians

#### Theories

- ❖ *Persian Gulf or Black Sea*
- ❖ *Displaced Canaanites*
- ❖ *Philistines: Five Cities*

#### Iry-Paut

- ❖ *Afro-Asiatic Poenites*
- ❖ *Yemen or Eritrea*
- ❖ *Buto in Lower Egypt*

#### Tyre and Sidon

- ❖ *Independent City-States*
- ❖ *Byblos and Tripolis*
- ❖ *Trade Association or League*

---

<sup>1</sup> Slip of the tongue! Pres. Madison wrote to Gen. Claiborne in October of 1810. However, in February of 1808, Gen. Claiborne wrote to Pres. Madison expressing his concerns about the close relationship of the U.S. with West Florida being exploited by the Spanish to by-pass the Embargo Act. Dr. Grant conflated the two dates, and thus placed Madison's order to Claiborne in February instead of October. *Ed.*



# The Phoenician World

## The Rise of the Phoenicians

### **Tyre**

- ❖ *Zidonians or Tyrians*
- ❖ *Kena'ani Merchants*
- ❖ *Tyrian Purple*

### **Products**

- ❖ *Murex Dyed Textiles*
- ❖ *Phoenician Glass*
- ❖ *High Quality Bronze*

### **Trade**

- ❖ *Establishment of Carthage*
- ❖ *Cyprus, Sicily, Corsica, Sardinia*
- ❖ *Hanno the Navigator*

## The Contributions of the Phoenicians

### **Manufacture**

- ❖ *Dyed Textiles*
- ❖ *Phoenician Glass*
- ❖ *Heavy Bronze*

### **Navigation**

- ❖ *Sails and Oars*
- ❖ *Triremes and Quinqueremes*
- ❖ *Open Water Charting*

### **Alphabet**

- ❖ *With Hebrew/From Ugarit*
- ❖ *Single Letters/Phonetic*
- ❖ *Greek-European Alphabets*

# The Romantic Celts

## The Emergence of the Celts

### Origins

- ❖ *Keltoi: Hidden People*
- ❖ *Gaulno: Mighty Strength*
- ❖ *Walh: Foreigner*
- ❖ *Celtus: Driven Forth*
- ❖ *Urnst: Ardent Earnestness*

### Migrations

- ❖ *Displacing the Hallstadts*
- ❖ *Displacing the Etruscans*
- ❖ *Conflict with the Romans*

## The Migrations of the Celts

### Making Way

- ❖ *Mongols, Huns, Scythians*
- ❖ *Goths, Visigoths, Germans*
- ❖ *Roman Hegemony*
- ❖ *Caesar's Gallic Wars*
- ❖ *Caesar's Conquest of Britain*

### Isolation

- ❖ *Galatia: Asia Minor*
- ❖ *Galia: Bohemia*
- ❖ *Belgic Gaul: Flanders*
- ❖ *Gaulica: Aquitaine and Brittany*
- ❖ *Gaelic Eire: Ireland and Scotland*

## The Legacy of the Celts

### War

- ❖ *Fiercely Unrelenting*
- ❖ *Barbaric Cunning*
- ❖ *Hardy Earthiness*

### **Music**

- ❖ *Warrior Poets*
- ❖ *Bardic Tradition*
- ❖ *Fold Instruments*

### **Art**

- ❖ *Intricate Decoration*
- ❖ *Detailed Craftsmanship*
- ❖ *Natural Aesthetic*



Detail of gold foil ornament band, drinking horn, found at Eigenbilsen (Belgium); ©Dr. Constanze Maria Witt; used by permission



The penannular, cloak pin, or open ring brooch, was a Roman and Celtic type of clothing fastener. Picture by Danny Hanson of Crafty Celts, used by permission.



*Thank you, Father, for reminding us that often the best stories are the untold stories or the forgotten stories. I pray that the untold stories and the forgotten stories that are yet to be explored would continue to inspire us to make connections with our world. I pray that understanding how the Phoenicians and the Celts helped to unify their world, helped to push forward progress, would enable us to see how to make those same kinds of connections in our own day, in our time, when disintegrating and often dividing forces are all around us. Lord, we pray, give us insight. Give us vision. And help us use knowledge like this for your glory and your purposes. We pray in Jesus' name. Amen.*

## Lesson 36

# The Sons of Noah: To Anatolia and Beyond

### Lesson Synopsis

Today, we'll trace the flow of civilization from the sons of Noah—Shem, Ham and Japheth, who had children of their own, and their children became the founders of all the nations of the earth. The Anatolian plateau was the place where Shem, Ham, and Japheth went out from. It was the Anatolians who provided the bridge across which all of these peoples traversed the whole world. Therefore, it's there on the Anatolian plateau that we have the greatest concentration of early historical tug-of-wars between civilizations. This became the great battlefield, and it also became the hinge upon which history will turn.

### Opportunity

No. 16

### Lesson Topics

The Table of Nations; the Hittites; the Phrygians

### Primary Source Material

Genesis 9–11; Genesis 14; story of the Gordian knot; story of King Midas

### Vocabulary

amend, differentiate, monolith, conception, disillusionment, ideological, machinations, venerable, double helix, veracity, inerrancy, amalgamation, executor, metallurgy, progenitor, bequest, wistful, oracle, inebriate

### Timeline

- ❖ c. 2000 B.C.: Greek City-States
- ❖ c. 1700 B.C.: King Tudhaliyas (Tidal)
- ❖ c. 1650 B.C.: Wergeld Law Code
- ❖ c. 1400 B.C.: Iron Smelting
- ❖ c. 1000 B.C.: Interaction with David
- ❖ c. 970 B.C.: Interaction with Solomon



# The Sons of Noah: To Anatolia and Beyond

*Long believed to be a mythological gloss, the Hittite civilization now affords good evidence for the veracity of the Bible's ancient historical narrative.*  
~C.J. Ahmans

## 21 February

- ❖ 1792: *The Presidential Succession Act was approved by Congress.*
- ❖ 1878: *The first telephone directory was issued.*
- ❖ 1885: *The Washington Monument was dedicated.*
- ❖ 1907: *W.H. Auden was born in York, England.*
- ❖ 1925: *The New Yorker debuted.*
- ❖ 1953: *The double helix structure of the DNA molecule was discovered by Watson and Crick.*
- ❖ 1967: *The German Archeology Institute began publishing translations of 10,000 Hittite tablets.*

## Table of Nations: Genesis 9–11

### Shem

- |                   |               |
|-------------------|---------------|
| ❖ <i>Elam</i>     | ❖ <i>Lud</i>  |
| ❖ <i>Asshur</i>   | ❖ <i>Aram</i> |
| ❖ <i>Arphaxad</i> |               |

### Ham

- |                  |                 |
|------------------|-----------------|
| ❖ <i>Cush</i>    | ❖ <i>Phut</i>   |
| ❖ <i>Mizraim</i> | ❖ <i>Canaan</i> |

### Japheth

- |                |                  |
|----------------|------------------|
| ❖ <i>Gomer</i> | ❖ <i>Tubal</i>   |
| ❖ <i>Magog</i> | ❖ <i>Meshech</i> |
| ❖ <i>Madai</i> | ❖ <i>Tiras</i>   |
| ❖ <i>Javan</i> |                  |

## The Hittites

### Discovery

- ❖ *Genesis 10; Exodus 23; Numbers 13; Joshua 1; 1 Samuel 26*
- ❖ *Higher Critical Scholarship*
- ❖ *1906: Hattusa Excavations*

### Old Kingdom

- ❖ *2000 B.C.: Greek City-States*
- ❖ *1700 B.C.: King Tudhaliyas (Tidal)*
- ❖ *1650 B.C.: Wergeld Law Code*

### New Kingdom

- ❖ *c. 1400 B.C.: Iron Smelting*
- ❖ *c. 1000 B.C.: Interaction with David*
- ❖ *c. 970 B.C.: Interaction with Solomon*

## The Phrygians

### Significance

- ❖ *Colossae, Laodicea, Iconium, Hierapolis*
- ❖ *The Eurasian Land Bridge*
- ❖ *Primeval Metallurgy and Music*

### Mythology

- ❖ *Gordias and His Knot*
- ❖ *Midas and His Touch*
- ❖ *Mygdon and His Amazons*

### History

- ❖ *Close Allies of the Trojans and Medes*
- ❖ *Antagonists to Assyrians and Persians*
- ❖ *Last Resistance to Romans in the East*



*Lord, thank you. Thank you for reminding us of the forgotten peoples, civilizations, cultures, the fact that in your providence there are no little people, no forgotten folk. We thank you that, in your providence, you're doing the unexpected in the most unexpected places with the most unexpected people, that, in fact, this is the way that history is moved along. This is the way that history resolves itself by your providence into Kingdom-building not just nation-building. We pray that you would open our eyes to these hidden pathways and that they would provide the tracks for us to run on, with our callings and our purposes in the midst of this poor fallen world that pays little attention to the things that actually matter. We pray all of this with thanksgiving, in Jesus' name. Amen.*

## Lesson 37

# Across the Steppes: The Silk Road

**Lesson Synopsis**

The Silk Road was the primary way that the empires and the cultures and the peoples, the migrations and the invasions, of the ancient world connected. It's the primary pathway on which the ancient world ran and is perhaps most important to understand if we want to understand how Europe became Europe, how the Middle East became the Middle East, how Persia became Iran, how the world took the shape that it did. Why was China isolated when it was the most advanced civilization of the ancient world? How did the Caucasus region become the seedbed for virtually every tribe and every language that dominated the West ever afterward? In order to grasp all that, we've got to understand the Silk Road.

**Opportunity**

none for this lesson

**Lesson Topics**

the Silk Road and its influence on the development of civilization

**Primary Source Material**

none for this lesson

**Vocabulary**

sustenance, trace (n.), satrap, sprawl, infrastructure, dispersal, domesticate, portage, ford (v.), hostel, oasis, commodity, meld, equestrian, meteorological, ubiquity/ubiquitous

**Timeline**

none for this lesson



# Across the Steppes: The Silk Road

*The Silk Road was the track along which the trade of Antiquity was conducted—but then, armies, languages, religions, and cultures followed.*

~Colin Thubron



## 23 February

- ❖ 303: *The Diocletian persecutions began.*
- ❖ 1633: *Samuel Pepys was born in London.*
- ❖ 1819: *John Keats died in Rome.*
- ❖ 1822: *Boston was granted a city charter.*
- ❖ 1836: *The siege of the Alamo began.*
- ❖ 1847: *The Battle of Buena Vista was fought.*
- ❖ 1848: *Former president John Quincy Adams died.*
- ❖ 1945: *Marines raised an American flag at Iwo Jima.*
- ❖ 1954: *The first mass polio inoculations began.*
- ❖ 1956: *The Federal-Aid Highway Act was passed.*

## Great Roads of Antiquity

### **Appian Way**

- ❖ *Rome to Brindisi*

### **Grand Trunk Road**

- ❖ *Bangladesh to Pakistan*

### **King's Highway**

- ❖ *Egypt to Syria*

### **Royal Road**

- ❖ *Mediterranean to Persian Gulf*

### **Khyber Pass**

- ❖ *Afghanistan to Pakistan*

### **Nakasendo Highway**

- ❖ *Kyoto to Edo (Tokyo)*

### **Yuen Tsuen Trail**

- ❖ *Yuen Long to Tsuen Wan*

### **Via Augusta**

- ❖ *Cádiz to Provence*

### **Via Domitia**

- ❖ *Provence to Rome*

## Khmer Highway

❖ *Ankor to Phimai*

## Ancient Roadways

## The Silk Road



Map of the Silk Road by Belsky;  
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## Migration Patterns and the Silk Road

## Connecting the Ancient World

### Caravaneers

- ❖ *Merchants, Trade, Commerce*
- ❖ *Regional Trackways*
- ❖ *Portage, Horses, and Camels*
- ❖ *Oases, Inns, Hostels*
- ❖ *Markets, Fairs, Craft Shops*

### **Products**

- ❖ *Silk and Cotton*
- ❖ *Foodstuffs and Spices*
- ❖ *Tools and Technology*
- ❖ *Jewelry and Art*
- ❖ *Stories, Language, Ideas, Religion*

## The Caspian Steppes

### **The Steppes**

- ❖ *The Russian High Plains*
- ❖ *Between Black and Caspian Seas*
- ❖ *Ethnic Caucasus*

### **Horsemanship**

- ❖ *Equestrian Domestication*
- ❖ *Work, Trade, Sport, Military*
- ❖ *Saddles, Reins, Stirrups*

### **Migrations**

- ❖ *Mobility and Transport*
- ❖ *Meteorological Extremes*
- ❖ *Nations and Peoples*

## Migrations and Invasions

### **Goths**

- ❖ *Thergertal*
- ❖ *The Rus to the Rhine*

### **Visigoths**

- ❖ *Alaric*
- ❖ *The Caspian Steppes to Hispania*

### **Vandals**

- ❖ *Otto*
- ❖ *Ukraine to Carthage*

**Huns**

- ❖ *Attila*
- ❖ *Mongol Region to Hungary*

**Burgundians**

- ❖ *Gunther*
- ❖ *Dania to Alpinia*

**Saxons**

- ❖ *Aetius*
- ❖ *Elbia to Albia*

**Angles**

- ❖ *Herral*
- ❖ *Angia to Britonia*

**Ostrogoths**

- ❖ *Odacer*
- ❖ *The Crimea to Napoli*

**Franks**

- ❖ *Clovis*
- ❖ *Alamani to Gaul*

**Slavs**

- ❖ *Bulgar*
- ❖ *The Caucasus to the Balkans*



*Lord, thank you, thank you for reminding us that often the really important things are the really simple things, the really obvious things. Thank you for reminding us that if we just open our eyes and look at what's around us, we can see things that are far more important than all the things that the world says are really important right now. Lord, ground us so that we don't just remember those few things that we think we're supposed to remember. We pray that we would not just be historians. Enable us to get to the heart of the matter, to look beyond the dates and the dead people, and see what actually matters, and to remember that all the days of our lives. We pray this in Jesus' name. Amen.*

## Lesson 38

# The Indus Valley Civilization

**Lesson Synopsis**

The rivers that flowed from Mount Kailash and the religions that grew up alongside were the fruit of a unique and distinctive civilization, the civilization that's most often known as the Indus Valley Civilization or the Indus culture.

**Opportunity**

No. 17

**Lesson Topics**

the development of the Indus Valley culture; Hinduism and its various kinds

**Primary Source Material**

none for this lesson

**Vocabulary**

patrician, hospice, medical ethics, vernacular, obscure, paradox, discontent, noxious, vertiginous, sherpa, panoply, eclectic, polytheistic, materialistic, guru, karma, reincarnation, pantheistic, entrepreneurial, rudimentary, infrastructure, polyphonic, metallurgy, attestation, millennium, etymological, indigenous, polyglot

**Timeline**

- ❖ 2900 B.C.: Mohenjo-daro Culture in Sund
- ❖ 2500 B.C.: Harappa Culture in Punjab
- ❖ 1600 B.C.: Euran and Aryan Invasions
- ❖ 1000 B.C.: Vedas and Brahmanism Form
- ❖ 800 B.C.: Appearance of Upanishads and Castes
- ❖ 599 B.C.: Jainist Cult Established by Mahavira
- ❖ 560 B.C.: Buddhism Emerged
- ❖ 539 B.C.: Darius Annexes Indus to Persia
- ❖ 329 B.C.: Alexander's Invasion Falters
- ❖ 250 B.C.: Asoka Empire Reaches Its Apex



# The Indus Valley Civilization

*The earth is the Lord's and the fullness thereof, the world and those who dwell therein.  
~Psalm 24: 1*

## 28 February

- ❖ 399: *Fabiola Fabii*, who had established a hospice for the care of the poor, died in one of the waves of the plague that swept through the Roman Empire.
- ❖ 1759: The pope gave permission for the Bible to be translated into vernacular languages.
- ❖ 1901: G.K. Chesterton wrote a short story that would ultimately define his work as a popular philosopher.
- ❖ 1944: Corrie ten Boom and her family were betrayed into the hands of the Nazis for protecting Jews in a secret cupboard in their home.
- ❖ 1955: Communist China closed pilgrim access to Mount Kailash.

## Hinduism: Vedic, Bon, Jain, and Buddhist

## The Emergence of the Indus Culture

### Indus River

- ❖ *The Ancient Sindhu*
- ❖ *Himalayas to Arabian Sea*
- ❖ *Harappa and Mohenjo-daro*

### Urban Planning

- ❖ *Street Grids*
- ❖ *Developed Architecture*
- ❖ *Advanced Infrastructure*

### Rich Culture

- ❖ *Fashion and Jewelry*
- ❖ *Dance and Music*
- ❖ *Recreation and Entertainment*

# The Chronology of the Indus

- ❖ 2900 B.C.: Mohenjo-daro Culture in Sund
- ❖ 2500 B.C.: Harappa Culture in Punjab
- ❖ 1600 B.C.: Euran and Aryan Invasions
- ❖ 1000 B.C.: Vedas and Brahmanism Form
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- ❖ 539 B.C.: Darius Annexes Indus to Persia
- ❖ 329 B.C.: Alexander's Invasion Falters
- ❖ 250 B.C.: Asoka Empire Reaches Its Apex

# The Culture of the Indus

## Transportation

- ❖ Overland Transport
- ❖ Wheeled Carts
- ❖ Sailing Ships

## Trade

- ❖ Caravan Routes East and West
- ❖ Colonial Outposts
- ❖ Spices and Textiles

## Progenitors

- ❖ Sudden Appearances
- ❖ Applied Technologies
- ❖ Non-Indigenous Materials
- ❖ Governmental Structures



*Lord, we don't like pulling the weeds. It's work. It's not always fun. But as it is in the early days of playing guitar or playing piano or learning a craft or learning a trade, it is the stick-to-itiveness and the endurance in pulling the weeds that enables us to get to the place of delight. Show us, Lord, what it means to stretch. Show us what it means to endure. Lord, I pray this for each for these students. The students who really get it and the students who are struggling to get it, I pray that you would meet us, that you would grow us up, that you would remind us that it's not about us and that you would show us the path back to the golden valley. For we pray this in Jesus' name. Amen.*

## Lesson 39

## Jeremiah Small

**Lesson Synopsis**

This class was a memorial service for Jeremiah Small, an FCS alumnus who had been shot by a student that morning while teaching at The Classical School for the Medes in Iraq. Many classically homeschooled students around the country were touched by Jeremiah. This is just not a story about a community's loss. It is a story that starts with classical education and ends with the God glorified through seeds of reformational change beginning to grow in Northern Iraq (Kurdistan).

**Opportunity**

none for this lesson

**Lesson Topics**

none for this lesson

**Primary Source Material**

none for this lesson

**Vocabulary**

none for this lesson

**Timeline**

none for this lesson



## Jeremiah Small

There is no outline for this lesson.



*Lord, we praise you and we thank you. We thank you for Jeremiah, for his impact cross the years, for the students' lives who have been changed, minds and hearts altered, eternity fruitfully impacted because of Jeremiah. We thank you that you gave us the privilege of walking with him. It is a remarkable trust that you have given us, and, Lord, we do not take it lightly. So, Lord, change us, we pray. Embolden us, we pray. Send us, we pray. In Jesus' name. Amen.*



## Lesson 40

# The Legacy of Alexander

**Lesson Synopsis**

Alexander the Great's accomplishments in his short life are quite astonishing. He established an empire that stretched from the Ionian Sea to the Black Sea, from the Balkans to the Himalayas, from the Nile to the Indus and the Ganges, from the Mediterranean to the Persian Gulf. He was not only able to conquer all that territory, but he wound up altering the course of the whole world's history and establishing Greek culture as the standard for civilization from his day almost all the way to the present.

**Opportunity**

No. 18

**Lesson Topics**

The life of Alexander the Great

**Primary Source Material**Isocrates' speech to Philip of Macedon; Demosthenes *Philippics*; Plutarch's "Life of Alexander"**Vocabulary**

Hellenic, lingua franca, evasive, pacific, rout, moment (as in the root of *momentous*), legacy, annotated, skirmish, waning, glory, obscurity, internecine, hubris

**Timeline**

- ❖ 499 B.C.: Greek Colonies Revolt
- ❖ 490 B.C.: Darius at Marathon
- ❖ 480 B.C.: Xerxes at Thermopylae
- ❖ 479 B.C.: Xerxes at Salamis and Plataea
- ❖ 460–430 B.C.: Pericles and Golden Age
- ❖ 386 B.C.: Artaxerxes and the King's Peace
- ❖ 356 B.C.: Alexander born
- ❖ 342 B.C.: Alexander given a hoplite command
- ❖ 338 B.C.: Battle of Chaeronea; Alexander commands left wing
- ❖ 337 B.C.: Corinthian League
- ❖ 336 B.C.: Philip of Macedon assassinated
- ❖ 335 B.C.: Alexander's Theban Campaign
- ❖ 334 B.C.: Alexander's Expeditionary Force
- ❖ 334 B.C.: The Battle of Granicus River
- ❖ 333: The Battle at Cilician Issus
- ❖ 332 B.C.: Sidon's Surrender

- ❖ 331 B.C.: Egypt's Surrender; the Battle of Gaugamela
- ❖ 330 B.C.: Surrender of Persepolis; the Regicide of Darius
- ❖ 329 B.C.: Alexander appointed himself Darius's Blood Avenger
- ❖ 328 B.C.: Alexander married Roxanne
- ❖ 327 B.C.: Alexander's Indus Valley campaign
- ❖ 325 B.C.: Alexander pacified the Arabs
- ❖ 324 B.C.: The *Diadochoi* Administration
- ❖ 323 B.C.: Alexander died

## The Legacy of Alexander

*He built the single largest empire in the ancient world in the shortest amount of time and with the longest lasting impact upon the rest of history.*  
~Paul Johnson

### 6 March

- ❖ *Super Tuesday*
- ❖ *1475: Michelangelo Buonarroti was born in the Medici city-state of Florence.*
- ❖ *1836: After a thirteen day siege, the Alamo fell to Santa Anna's Mexican army.*
- ❖ *1857: The Supreme Court handed down the Dred Scott decision.*
- ❖ *1866: Charles Haddon Spurgeon established a private hospital for the poor.*
- ❖ *1944: U.S. airmen began bombing the city of Berlin near the end of World War II.*

## Alexander's Hegemony



This map is in the public domain.

# Alexandrian Backgrounds

## Persian Age

- ❖ 499: *Greek Colonies Revolt*
- ❖ 490: *Darius at Marathon*
- ❖ 480: *Xerxes at Thermopylae*
- ❖ 479: *Xerxes at Salamis and Plataea*
- ❖ 460–430: *Pericles and Golden Age*
- ❖ 386: *Artaxerxes and the King's Peace*
- ❖ 346: *Isocrates Calls for Deliverance*

## Macedonian Age

- ❖ 359: *Philip of Macedon*
- ❖ 338: *Battle of Chaeronea*
- ❖ 337: *Corinthian League and Hegemon*

# Alexander's Preparation

## Training

- ❖ *Philip and Olympias*
- ❖ *Leonidas and Aristotle*
- ❖ *Regent and Commander*
- ❖ *Thrace and Maedi*
- ❖ *Left Wing at Chaeronea*

## Ascension

- ❖ 336: *Preparation and Assassination*
- ❖ 335: *Theban Campaign*
- ❖ 334: *Expeditionary Force*
- ❖ *Hetairoi and Phalanx*
- ❖ *Trojan Spectacle*

# Conquest of the Persian Empire

## Asia Minor

- ❖ 334: *Battle at Granicus River*
- ❖ *Winter at Gordium and Gordian Knot*

- ❖ *333: Battle at Cilician Issus*

### **Mediterranean**

- ❖ *332: Sidon's Surrender*
- ❖ *Tyre Vanquished*
- ❖ *Egypt's Surrender and Alexandria*

### **Into Iran**

- ❖ *331: March through Mesopotamia*
- ❖ *Battle of Gaugamela*
- ❖ *Surrender of Babylon and Susa*
- ❖ *330: Surrender of Persepolis*

## Dénouement of Alexander

### **Persian Mantle**

- ❖ *Tomb of Cyrus: Philokuros*
- ❖ *330: The Regicide of Darius*
- ❖ *329: Blood Avenger*
- ❖ *Against the Forces of Bessus*
- ❖ *328: Married Roxanne*

### **The Decline and the Fall**

- ❖ *327: To the Indus Valley*
- ❖ *325: Pacifying the Arabs*
- ❖ *324: Diadochoi Administration*
- ❖ *323: Fever and Death*

## Division of the Empire



*Lord, I thank you that you give us the stories of the past to throw a light onto our present and to steer our course into the future. Lord, I pray that we would marvel at the accomplishments, learn from the achievements of Alexander the Great. I pray that you would show us what the combination of physical training and philosophical upbringing, strategic thinking and pioneering in our fields can accomplish. But the greater lesson, I pray, is the warning that inevitably comes when we become too puffed up with our own pride, and we think that our accomplishments are all that matter. Lord, remind us that our lives are more than just what we do for a living or the statistics that we compile or the portfolios that we put together. Remind us, Lord, of what matters, and guard us from the hubris. Guard us from the pretense to hegemony. I pray that you would do this in our hearts and our lives, in our community. Grow us up in faith we pray. In Jesus' name. Amen.*

## Lesson 41

# After Alexander: The Diadochoi

## Lesson Synopsis

For a great leader to pass the mantle there has to be, over the course of years, the release of the reins so that those who are being groomed for the future can make decisions, laying the groundwork for the future. When that is not in place, inevitably, chaos ensues. It's an inevitable part of the question of leadership. When Alexander died at the age of 33, he had not prepared for succession. The heart and soul of the trouble was who was going to actually succeed Alexander at the helm of Macedonia itself. Eventually, the empire settled into three large parts, and these three large parts became, over the course of the next couple of hundred years, the way that the eastern Mediterranean saw itself, from the Aegean up to the Black Sea all the way to the edge of the Indus Valley and the Ganges.

## Opportunity

none for this lesson

## Lesson Topics

The struggle for supremacy after Alexander died; Arrhidacus, Alexander IV, Olympias, Antipater, Perdiccus, Antigonus, Cassander, Polyperchon, Lysimachus, Ptolemy, Seleucus; the *Diadochoi* Wars; the break-up of the empire into pieces: Selucids, Ptolemies, Antigonids

## Primary Source Material

none for this lesson

## Vocabulary

mantle, megalomaniac, jaundiced, succession, succumb, pacify, pretender, dynastic, unique, successor, regicide, preeminent, ward, precipitate, void, unimpeded, subsume, delegate, eschew, pretense

## Timeline

- ❖ 323–319: Regency over Alexander IV imposed by Cassander
- ❖ 322 B.C.: Antipater displaced by Olympias
- ❖ 321 B.C.: Perdiccus murdered; Ptolemy ascended
- ❖ 319 B.C.: Olympias assassinated
- ❖ 319 B.C.: Antipater poisoned at Court
- ❖ 318–306 B.C.: Cassander exiled to Phrygia by Polyperchon
- ❖ 309 B.C.: Alexander IV and Roxanne Assassinated
- ❖ 307 B.C.: The Battle of Salamis (Fourth Diadochoi War)

- ❖ 301 B.C.: Antigonos killed at Battle of Ipsus
- ❖ 294 B.C.: Cassander's family plot and regicide
- ❖ 283 B.C.: Demetrius defeated at Rhodes
- ❖ 281 B.C.: Lysimachus killed at the Battle of Corupedion
- ❖ 280 B.C.: Seleucus killed by sons of Antigonos
- ❖ 64 B.C.: Selucids subsumed by Resurgent Persia
- ❖ 30 B.C.: Ptolemies subsumed by Caesar's Rome
- ❖ 168 B.C.: Antigonids subsumed by Carthage



## After Alexander: The Diadochoi

*Alexander's political empire did not survive his death. But, the cultural empire he established in many ways endures to this day.*

*~Paul Johnson*

### 8 March

- ❖ *1702: England's Queen Anne ascended the throne upon the death of William III.*
- ❖ *1854: Commodore Perry landed in Japan.*
- ❖ *1911: New York police brought fingerprint to court for the first time—a technology that was introduced to the department fifteen years earlier by Theodore Roosevelt.*
- ❖ *1965: The United States landed about 3500 Marines in South Vietnam.*

## Dénouement of Alexander

### Persian Mantle

- ❖ *Tomb of Cyrus: Philokuros*
- ❖ *330: The Regicide of Darius*
- ❖ *329: Blood Avenger*
- ❖ *Against the Forces of Bessus*
- ❖ *328: Married Roxanne*

### The Decline and the Fall

- ❖ *327: To the Indus Valley*
- ❖ *325: Pacifying the Arabs*
- ❖ *324: Diadochoi Administration*

- ❖ 323: *Fever and Death*

## The Diadochoi

- ❖ *Arrhidaeus: Alexander's Half-brother: Philip III*
- ❖ *Alexander IV: Alexander's Son by Roxanne*
- ❖ *Antipater: Regent of Macedonia During the Conquests*
- ❖ *Perdiccus: General and Satrap of Babylon*
- ❖ *Antigonus: General and Satrap of Phrygia and Lycia*
- ❖ *Cassander: Court Administrator, Son of Antipater*
- ❖ *Polyperchon: General Appointed to Replace Antipater*
- ❖ *Lysimachus: General and Satrap of Achaia and Thrace*
- ❖ *Ptolemy: General, Chronicler, Satrap of Egypt*
- ❖ *Seleucus: General and Satrap of Persia and Medea*

## The Macedonian Succession

- ❖ *Antipater: 323–322: Displaced by Olympias*
- ❖ *Olympias: 322–319: Assassinated by ...?*
- ❖ *Alexander IV: 323–319: Regency Imposed by Antipater or Cassander*
- ❖ *Antipater: 319: Poisoned at Court*
- ❖ *Cassander: 318–306: Exiled to Phrygia by Polyperchon*
- ❖ *Antigonus: 306–301: Killed at Battle of Ipsus*
- ❖ *Cassander: 301–294: Family Plot and Regicide*
- ❖ *Demetrius: 294–283: Defeated at Rhodes*
- ❖ *Lysimachus: 283–281: Killed at Battle of Corupedion*
- ❖ *Seleucus: 281–280: Killed by Sons of Antigonus*

## The Diadochoi Wars

### 322–320

- ❖ *Perdiccus Married Cleopatra*
- ❖ *Ptolemy Stole Alexander's Tomb*
- ❖ *Perdiccus Murdered; Ptolemy Ascended*

**319–315**

- ❖ *Arrhidaeus Murdered by Olympias*
- ❖ *Olympias Murdered by Cassander (?)*
- ❖ *Cassander Established Regency*

**314–311**

- ❖ *Alexander IV and Roxanne Assassinated*
- ❖ *Antigonos Invaded Syria*
- ❖ *Ptolemy Sued for Compromise Peace*

**308–301**

- ❖ *Battle of Salamis*

## Final Division of the Empire



Map of the empires of the Diadochi 301 B.C., from William R. Shepherd's Historical Atlas (1911); public domain

**Seleucids**

- ❖ *Seleucus: Syria, Mesopotamia, Persia*
- ❖ *Established Lingua Franca: Trade*
- ❖ *304–64: Subsumed by Resurgent Persia*

**Ptolemies**



- ❖ *Ptolemy: Egypt, Asia Minor, Israel*
- ❖ *Established Logon Philosophie: Ideas*
- ❖ *304–30: Subsumed by Caesar's Rome*

### **Antigonids**

- ❖ *Antigonos: Aegean, Balkans, Sicily*
- ❖ *Established Koinos Calendae: Science*
- ❖ *304–281; 279–168: Subsumed by Carthage*



*Lord, we do pray that the real world applications would be evident. Thank you for the way that our seniors have been servant leaders, preparing the juniors and the sophomores to succeed them. We know that life is full of necessary endings and opportunities in beginnings. Show us, Lord, how to navigate them both and to ensure that that which is good and right and true and beautiful will endure, not in bits and pieces and in scraps divided up between the heirs, but rather as a visionary whole carried forward. For we pray this with thanksgiving in Jesus' name. Amen.*

## Lesson 42

# Ancient China

### Guest Lecturer

Caleb Faires

### Lesson Synopsis

Even though China is often forgotten, in many cases, it was quite influential in the ancient world as well as in the emerging, modern world. Their pursuit of stability contributed a great deal to the Chinese legacy of incredible accomplishment—their attention to detail, their fine craftsmanship, incredible insight in artistry, their keen observation, astute philosophical observations, scientific advancement, cunning strategy.

### Opportunity

No. 19

### Lesson Topics

Ancient China

### Primary Source Material

none for this lesson

### Vocabulary

sagacity, trigram, dissension, trump, fealty, meritocracy, passivist/passivism, stasis, decadence

### Timeline

- ❖ c. 2200–1750 B.C.: Xia Dynasty
- ❖ c. 1750–1040 B.C.: Shang Dynasty
- ❖ c. 1100–771 B.C.: Western Zhou Dynasty
- ❖ c. 771–481 B.C.: Eastern Zhou Dynasty
- ❖ c. 551–479 B.C.: Confucius
- ❖ c. 403–221 B.C.: Warring States
- ❖ c. 400–460 B.C.: Sun Tzu
- ❖ c. 400 B.C.: Laozi
- ❖ c. 221–206 B.C.: Qin Dynasty
- ❖ c. 202 B.C.–A.D. 9: Western Han Dynasty
- ❖ A.D. 9–25: Wang Mang Interregnum
- ❖ 25–184: Eastern Han Dynasty
- ❖ 589–618: Sui Dynasty
- ❖ 618–907: Tang Dynasty

- ❖ 960–1279: Song Dynasty
- ❖ 1279–1368: Yǔan Dynasty
- ❖ 1368–1644: Ming Dynasty



## Ancient China

*The way is a cycle; when it ends, it must begin again.*  
~Sima Qian

### 27 March

- ❖ 1350: King Alfonso X of Castile died.
- ❖ 1950: Netherlands recognized the People's Republic of China.
- ❖ 1993: Jiang Zemin was appointed president of the People's Republic of China.
- ❖ 2006: The 800<sup>th</sup> anniversary festival of Ghengis Khan held its Khoomii contest.

## China: Origins

### Migration & Settlement

- ❖ Yellow River Valley, Yangtze River Valley
- ❖ Yongxiou, Dapenking, Longxian
- ❖ Farming Villages, Patriarchy

### Early Kings

- ❖ Three Sovereigns, Five Emperors
- ❖ Fu Xi: Language, Eight Trigrams, Unity
- ❖ Shennong: Agriculture, Herbal Medicine
- ❖ Huangdi: Calendar & Law Code
- ❖ Yao: Wisdom, Bypassing Heredity
- ❖ Shun: Peasant King; Music
- ❖ Yǔ: Establishment of First Dynasty

## China: Dynasties

**Xia, c. 2200–1750 B.C.**

- ❖ *Prehistoric: Yǔ, Qǔ, Shào Kāng, Jié*
- ❖ *Hereditary Kingship, Flooding*
- ❖ *Force; War, Corruption*

### **Shang, c. 1750–1040 B.C.**

- ❖ *Tāng, Tài Jiǎ, Pán Gēng, Wǔ Dīn, Shòu*
- ❖ *Migration, Strength in Weakness*
- ❖ *Bronze, Autocracy, Rebellion*



Map of Shang Dynasty from Bamboo Annals  
by Lamassu Design;  
(CC BY-SA 3.0)

### **Western Zhou, c. 1100–771 B.C.**

- ❖ *Wen & Wǔ, Tān, Ch'eng, Zhao, Hsuan*
- ❖ *Nine Cauldrons; Mandate of Heaven*
- ❖ *Decadence, Barbarians*

### **Eastern Zhou, c. 771–481 B.C.**

- ❖ *Retreat, Huan, Duke of Chu*
- ❖ *Hegemon & King*
- ❖ *Ti Barbarians, Kung Fuzi, Sun Tzu*

### **Warring States, 403–221 B.C.**

- ❖ *Nine States, Shang Yang, Hu-hai*
- ❖ *Meritocracy, Fear & Informants*
- ❖ *War, Meng-tzu, Laozi*

**Qin, c. 221–206 B.C.**

- ❖ *Cheng, Hu-hai, Tzu Ying*
- ❖ *Ch'in Unity, Shi Huang-Ti: 1st Emperor*
- ❖ *Book Burning, Great Wall, Terra Cotta Warriors*

**Western Han, c. 202 B.C.–A.D. 9**

- ❖ *Gao Zu; Wen Di; Wu Di*
- ❖ *Xiongnu & Yuezhi Barbarians*
- ❖ *Open Hand; Silk Road & the West*

**Wang Mang Interregnum, A.D. 9–25**

- ❖ *Wang Mang Ministry, Ruzi Exile*
- ❖ *Feudalism, Famine & Drought*
- ❖ *Confusion, The Red Eyebrows*

**Eastern Han, 25–184**

- ❖ *Guang Wudi; Mingdi; Children*
- ❖ *Meritocracy; Eunuch Alliance*
- ❖ *Buddhism; The Yellow Turbans*



Map of the Han Dynasty by Arab Hafez; released into the public domain

**Three Kingdoms**

- ❖ *Old Han: Tsao Pei*
- ❖ *Wu: Sun Chuan*
- ❖ *Shu Han: Liu Pei*
- ❖ *Sui, 589–618: Re-unification, Northern Power*

- ❖ *Tang, 618–907: Empire, Empress Wu, An Lushan*
- ❖ *Song, 960–1279: Agriculture, Northern Invaders*
- ❖ *Yüan, 1279–1368: Mongol Occupation, Marco Polo*
- ❖ *Ming, 1368–1644: Tyranny, Beijing, Great Wall*

## Advancements

- ❖ *Early Cultures: Lacquer & Silk*
- ❖ *Xia & Shang: Irrigation & Bronze*
- ❖ *Zhou: Alchemy & Monetary Coin*
- ❖ *Warring States & Qin: Compass & Crossbow*
- ❖ *Han & Three Kingdoms: Paper & Steel*

## Philosophy

### **Confucius, c. 551–479 B.C.**

- ❖ *Kong Fuzi, Record Keeper*
- ❖ *Ritual, Order & Duty*
- ❖ *Li Ching, Shi Jing, Analects*

### **Sun Tzu, c. 400–460 B.C.**

- ❖ *Duke of Wu; Warring States*
- ❖ *Deception & Force*
- ❖ *The Art of War*

### **Laozi, c. 400 B.C.**

- ❖ *The Old Master, Archivist*
- ❖ *Taoism: The Way, Passivism*
- ❖ *Tao Te Jing*



*Lord, thank you for the witness of the nations and the witness of history. Thank you, furthermore, for the witness of our Savior, Jesus Christ. We see a world that is dominated by man's own descent into wickedness. Man's best attempts, while they may begin well, always end in failure. And we thank you that you have not left us without a true way, that you have given us the work of redemption in your Son, that we can see the miracle of the gospel work itself out in daily lives over time, that we can see the uniqueness of the gospel, and that the answer is not in simply leaning on our own strength, nor in abandoning all of reality, but that you promise us a hope and a means to achieve genuine peace, genuine progress, and genuine stability in the world. I pray all of this in your name. Amen.*

## Lesson 43

# Ancient Japan

### Guest Lecturer

Ben Crist

### Lesson Synopsis

How do we understand what a culture is? This is a great doorway into that subject because Japan and its culture, to many of us, can seem so foreign and exotic.

### Opportunity

none for this lesson

### Lesson Topics

ancient Japanese history; Shinto creation mythology; the Shogunate; Shintoism; Buddhism; Japanese superstition

### Primary Source Material

Japanese/Shinto creation myths

### Vocabulary

physiognomical, archipelago, animus, legitimate, pantheist, animist, totem, paradox, codified, tenet

### Timeline

- ❖ 660 B.C.: The traditional founding of Japan
- ❖ c. 300 B.C.: The beginning of writing in Japan



## Ancient Japan

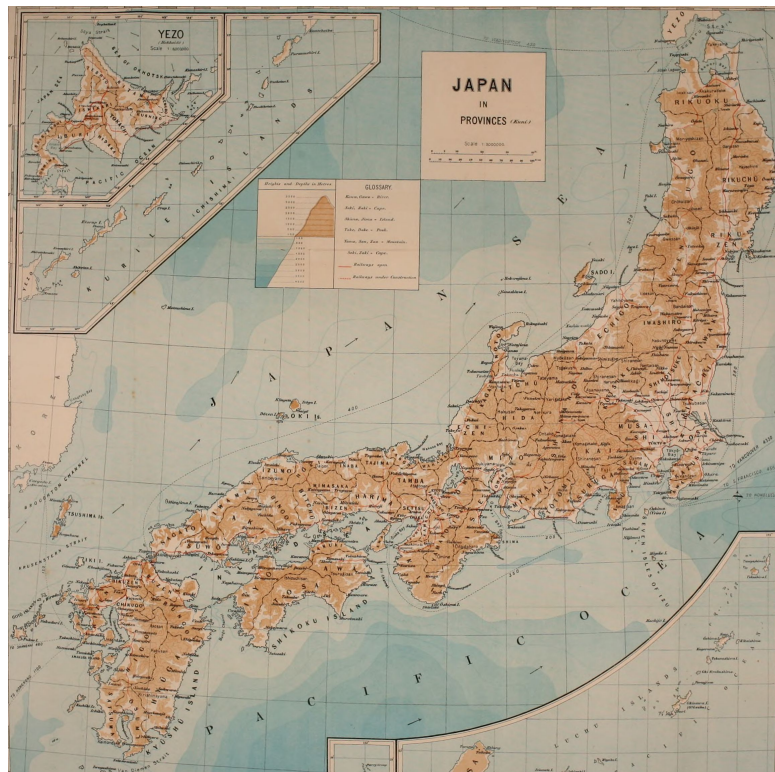
*I have come to understand the unspeakable loneliness of a solitary spray of blossoms arranged as only a Japanese expert knows...and therefore I cannot think now of what we Occidentals call a "bouquet" as anything but a vulgar murdering of flowers, an outrage upon the color-sense, a brutality, an abomination.*

~Lafcadio Hearn

## 29 March

- ❖ *1483: Raphael was born in Urbino.*
- ❖ *1751: Captain Thomas Coram of London Foundling died.*
- ❖ *1790: John Tyler, tenth U.S. president, was born.*
- ❖ *1847: Niagara Falls stopped flowing for a time.*
- ❖ *1951: Julius and Ethel Rosenberg were convicted of treason.*
- ❖ *1973: U.S. Troops left South Vietnam.*
- ❖ *1630: John Winthrop begins his journal.*

## Japan

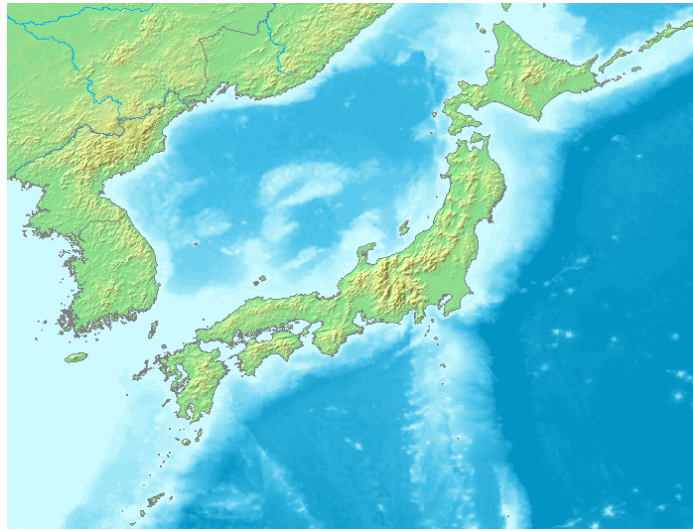


Map of Japan by Basil Hall Chamberlain (1850—1935), 1890;  
public domain.

- ❖ *Geography*
- ❖ *Climate and Elevation*
- ❖ *Resources*
- ❖ *Population*



- ❖ *Demographics*
- ❖ *Communication and Technology*



Map of Japan by Penpen;  
(CC BY-SA 3.0)

## Japanese History

### Migrations

- ❖ *Sinitic: Chinese, Burmese, Tibetan*
- ❖ *Aryan: Indian, Persian, Median, Turkish*
- ❖ *Altaic: Mongol, Korean, Malay, Thai*

### Primitive Japan

- ❖ *Jomon: Establishment of Imperial Family*
- ❖ *Yayoi: Introduction of Sinitic Culture*
- ❖ *Mongoloi: Introduction of Buddhism*

### Imperial Japan

- ❖ *Emperor Worship*
- ❖ *The Beginnings of Shinto*
- ❖ *The Golden Age of Kyoto*

### Shogunate Japan

- ❖ *Khanate: Invasions of Genghis and Kublai*
- ❖ *Ashikaga: Diffusion of the Shoguns*
- ❖ *Samurati: Emergence of the Samurai*



A terra cotta soldier and his terra cotta horse,  
by Robin Chen, 2005;  
released into the public domain.

# Feudal Japan<sup>1</sup>

- ❖ *Tokugawa: High Culture of the Shoguns*
- ❖ *Hideyoshi: Re-establishment of Feudalism*
- ❖ *Great Fire of Tokyo...Rebuilding Process*

## Shintoism

### Totemist Strains

- ❖ *Domestic Cult: Veneration of Ancestors*
- ❖ *Communal Cult: Reverence for Clan*
- ❖ *Imperial Cult: Imperial Progenitors*

### Buddhist Strains

- ❖ *Happy Mean: Harmony...Balance...Beauty*
- ❖ *Materialism: Agnostic Progressivism*
- ❖ *Mysticism and Superstition: Bodhisattva*



*Dear Heavenly Father, I thank you for your creativity in making people with all sorts of expressions of your image. And though through sin your image is darkened, Lord, your stamp upon us nonetheless we need to see. I pray for grace, Lord, as we consider our own cultural achievements, our lack of cultural achievements. Lord, steel us for the purpose of extending your kingdom by your means and bringing ideas of redemption, Lord, speaking your gospel to those other cultures who don't yet have them. Give us eyes to see, Lord. I pray this in your name. Amen.*

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<sup>1</sup> Mr. Crist filled in for Dr. Grant as a last-minute, impromptu substitute. Thus, he didn't have much time to prepare, and he skipped these headings in Dr. Grant's outline. I've included them so that you may look them up on your own if you choose. *Ed*

## Lesson 44

# Carthage and the Punic Wars

**Lesson Synopsis**

The Punic Wars took place over the course of 225 years between the Roman Republic and Carthage, 225 years of constant conflict, three major engagements that today we call the First, Second, and Third Punic Wars.

**Opportunity**

No. 20

**Lesson Topics**

the Punic Wars; Hamilcar Barca; Hannibal; Scipio Africanus; Scipio Aemilianus; Dido

**Primary Source Material**

none for this lesson

**Vocabulary**

allegory, arcania, admonition, theorem, enmity, bicameral, infanticide, apologetic, paradigm, adjacent, havoc, guerrilla, strategist, expedient, proxy, mercenary, attrition, *tophet*, spendthrift

**Timeline**

- ❖ 820 B.C.: Succession crisis in Tyre
- ❖ 814 B.C.: Dido and her followers take refuge among the Libyans
- ❖ 264–241: First Punic War
- ❖ 218–201 B.C.: Second Punic War
- ❖ 217 B.C.: The Battle of Trasimeno
- ❖ 202 B.C.: The Battle of Zama
- ❖ 149–146 B.C.: Third Punic War
- ❖ 149–148 B.C.: Numidian border raids
- ❖ 149 B.C.: Invasion of Carthage by Scipio Aemilianus



# Carthage and the Punic Wars

*“The only rival to Rome during the ascendancy of the Republic, in late Antiquity Carthage was an African jewel.”  
~Paul Johnson*

## 3 April

- ❖ *1043: Edward the Confessor was crowned.*
- ❖ *1327: Marsilius of Padua was condemned.*
- ❖ *1593: George Herbert was born.*
- ❖ *1968: Martin Luther King, Jr., delivered his famous “Mountaintop” speech.*

## Carthaginian Background

### Phoenicians

- ❖ *820 B.C.: Succession Crisis in Tyre*
- ❖ *Exile to Cyprus, Sicily, and Malta*
- ❖ *814 B.C.: Refuge Among the Libyans*

### Founding

- ❖ *Theorem of Dido*
- ❖ *Aeneas and Marriage to Barca*

### Mythos

- ❖ *Republican Form of Government*
- ❖ *Deified as Tunnit*
- ❖ *Virgil’s Emblematic Rival to Rome*

## The Punic Wars

### First War

- ❖ *Western Mediterranean Trade Conflict*
- ❖ *509–306: Sphere Sovereignty Treaties*
- ❖ *264–241: Messina and Sicily*
- ❖ *General Hamilcar Barca*

**Second War**

- ❖ *Hannibal and Enmity with Rome*
- ❖ *218–201 B.C.: Across the Alps*
- ❖ *Battle of Trasimeno*
- ❖ *Expeditionary Foraging: 15 Years*
- ❖ *Roman Counter-Invasion*
- ❖ *Scipio Africanus: Battle of Zama*

**Third War**

- ❖ *Cato: “Carthage Delenda Est”*
- ❖ *149–148 B.C.: Numidian Border Raids*
- ❖ *Mercenary Abandonment*
- ❖ *149 B.C.: Invasion by Scipio Aemilianus*
- ❖ *Total Warfare Tactics*
- ❖ *Salting the Earth*
- ❖ *Attrition and 90% Losses*
- ❖ *Paving the Way to Roman Hegemony*



*Lord, I do pray that you would remind us daily of what actually matters, enable us to lay aside foolish things, and instead invest ourselves in the things that matter, the things that last, the things that endure. Enable us to see the foolish mistakes of the past in light of the foolish mistakes of the present and thus deal with them as we move into the future. I pray for these students that you would open their eyes, change their hearts, strengthen their hands, not only to do what they are supposed to do, but to be what they are supposed to be. We pray this in Jesus' name. Amen.*

## Lesson 45

# The Roman Republic

**Lesson Synopsis**

The Roman Republic began far back before recorded history, when an old city-state monarchy in the little settlement that sat on the Tiber River began to transform itself. But the transformation was slow and remarkable from a little city-state into a great empire. It's a part of the story that we really need in order to understand Western Civilization.

**Opportunity**

none for this lesson

**Lesson Topics**

Rome's founding myths: Romulus and Remus, Troy and Aeneas, the seven kings; the ethnic background of Rome; the development of the Roman republic from a small, city-state monarchy; the Etruscan Wars; the Gracchi brothers; the structure of the republic

**Primary Source Material**

none for this lesson

**Vocabulary**

deprivation, degradation, obscurity, arcane, devolve, virtue, enumerate, fascism, cronyism, patrician, oligarchical, plebeian, stigma, servile, chattel, absurdity, gulag, patriarchal, bicameral, delegate, magistrate, aristocratic, untenable, nebulous, quell, traditionalist, brazenly, demagogue, ignominious, suasion, epistemologically

**Timeline**

- ❖ 750–510 B.C.: The early Roman monarchy morphs into a republic
- ❖ 387–282 B.C.: Celtic and Etruscan Wars
- ❖ 287–133 B.C.: Patrician and Equestrian Dominance
- ❖ 133–49 B.C.: Republican Civil Wars
- ❖ 66 B.C.: Cataline Conspiracy
- ❖ 60 B.C.: The Triumvirate: Caesar, Pompey, and Crassus
- ❖ 49 B.C.: Caesar's Dictatorship began



# The Roman Republic

*Rome's Republic endured half a millennium only to become an empire which endured twice that length of time.  
~John Buchan*

## 5 April

- ❖ *1974: The World Trade Center opened in New York.*
- ❖ *1869: The last known surviving soldier in the American War for Independence died.*
- ❖ *1856: Booker T. Washington was born into slavery on a farm in Virginia.*
- ❖ *1621: The Mayflower sailed from the fledgling Massachusetts Bay Colony back to England.*
- ❖ *1614: Matoaka, an Algonquin Princess, married the English colonist Avis McJohn Rolfe.*
- ❖ *Maundy Thursday: Reconciliation of Penitents*

## Roman Origins

### Mythic

- ❖ *Romulus and Remus*
- ❖ *Troy and Aeneas*
- ❖ *Seven Kings and Seven Hills*

### Ethnic

- ❖ *Verdunic Culture*
- ❖ *Celts and Tuscans*
- ❖ *Etruscans and Latins*

### 750–510 B.C.

- ❖ *Monarchy Morphs into Republic*

### 387–282 B.C.

- ❖ *Celtic and Etruscan Wars*

### 287–133 B.C.

- ❖ *Patrician and Equestrian Dominance*

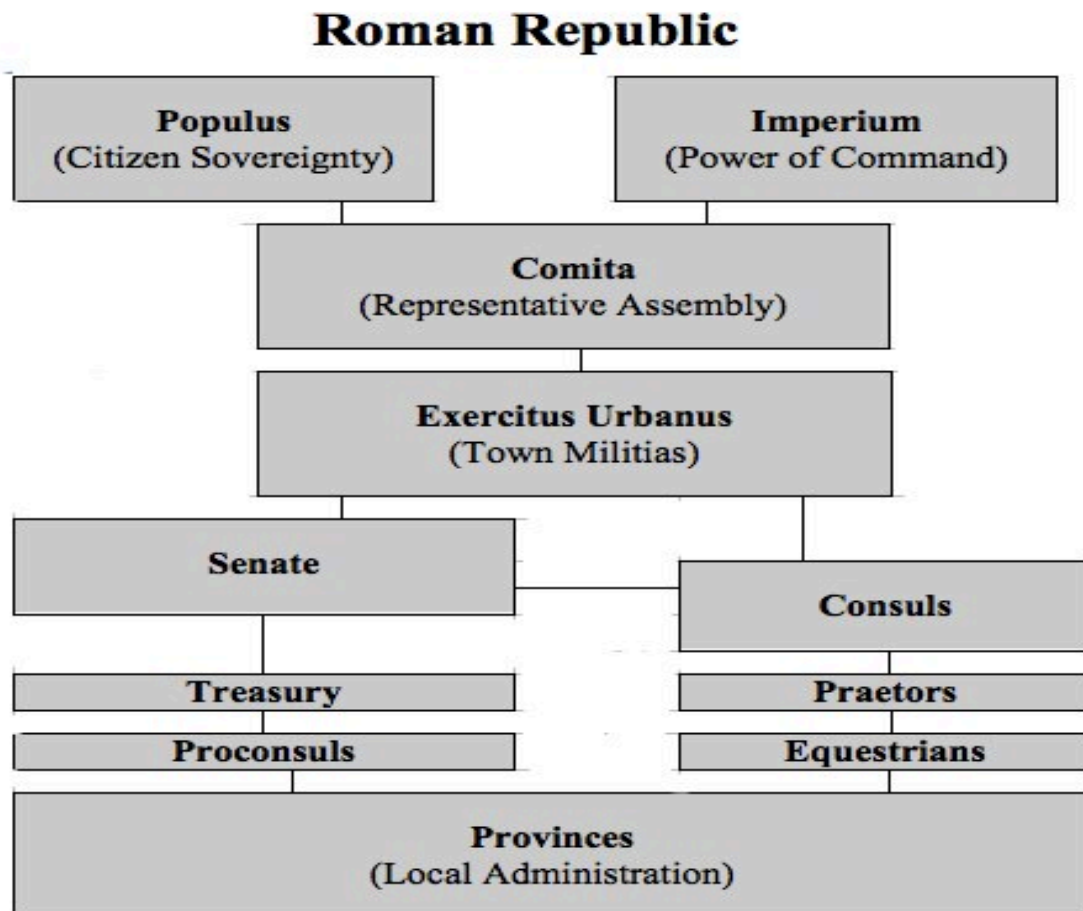
### 133–49 B.C.

- ❖ *From Gracchi to Caesar*

# Republican Classes

- ❖ Patricians: *Patriarchal and Oligarchic Upper Class*
- ❖ Equestrians: *Aristocratic Class*
- ❖ Plebeians: *Working Class and the Conquered Latins*
- ❖ Liberti: *Freed Slaves*
- ❖ Manimissio: *Enslaved Craftsmen and Tradesmen*
- ❖ Servi: *Chattel Slaves*

## Roman Republic



### Populus

- ❖ Comita
- ❖ Exercitus Urbanus



- ❖ *Senate*
- ❖ *Treasury*
- ❖ *Consuls*
- ❖ *Praetors*
- ❖ *Equestrians*
- ❖ *Provinces*

## Reforming the Republic

### A Fluid Constitution

- ❖ *Unwritten Traditions and Values*
- ❖ *Roman Virtue and Honor*
- ❖ *Checks, Balances, and Colonialism*
- ❖ *Mercantilism versus Traditionalism*

### Reform

- ❖ *133: Tiberius Gracchi*
- ❖ *123: Gaius Gracchi*
- ❖ *88: Sulla's Rise to Dictatorship*

### Triumvirates

- ❖ *66 B.C.: Cataline Conspiracy*
- ❖ *60 B.C.: Caesar, Pompey, and Crassus*
- ❖ *49 B.C.: Caesar's Dictatorship*

## Roman Distinctives<sup>1</sup>

- ❖ *Government: Oligarchic Republican; Consularship*
- ❖ *Religion: Polytheistic Idealism; Civil Pluralism*
- ❖ *Commerce: Mercantilism; Fascism; Slavery*
- ❖ *Art: Gnostic Sentimentalism and Cynicism*
- ❖ *Music: Monophonic Idealism*

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<sup>1</sup> Dr. Grant didn't cover these headings in any detail, but they do provide an important overview, so I included them for you. *Ed.*

- ❖ *Literature: Epic Poetry; Oratory*
- ❖ *Science: Technology; Engineering*
- ❖ *Architecture: Civic Grandeur; Agrarian*



*Lord, thank you for reminding us that even though the stories of history are past, they loom large and cast a shadow all the way to the present and into the future. Enable us to make out the profile clearly and understand the portent well. And, Lord, we pray that it would change us because we confess to you, Lord, on this Maundy Thursday, that we are sinners and we need the change, every single one of us. There is no one righteous, no, not one. So we cry out to you, bring gospel clarity and gospel hope to all of our work including the work of memorizing the difference between equestrians and serviles. We pray it in Jesus' name. Amen.*

## Lesson 46

# Julius Caesar and the Coming Empire

## Lesson Synopsis

Julius Caesar is one of the great figures of all of history, yet he remains largely a mystery to historians. The innovations that Caesar pioneered would endure for an entire millennia; he laid foundations that would last long after him. That really is the mark of truly great leaders—not what acclaim they're able to garner to themselves during their lifetime, but what kind of enduring legacy they leave behind them.

## Opportunity

No. 21

## Lesson Topics

the life of Julius Caesar

## Primary Source Material

none for this lesson

## Vocabulary

pivotal, consecrate, christology, divinity, symphonic, monophonic, multifarious, parlay, legacy, convolute, genius, multiplicity, enfranchise/disenfranchise, axiom, cosmopolis, implicit, traditionalist, inherent, untenable, fractious, invective, patrician, dénouement, populist, proscribe, credence, machination, plebeian, *praetor*, mercurial, consolidate, pacify, successor, ignominious, *coup d'état*, oligarchy, *in absentia*, graft, regime, vibrancy, regicide, animosity, façade, habitable, clemency, amnesty

## Timeline

- ❖ c. 102/101 B.C.: Julius Caesar was born.
- ❖ 85 B.C.: Julius Caesar married Cornelia, the daughter of Marius.
- ❖ 85 B.C.: Caesar fled Rome and Sulla.
- ❖ 78 B.C.: Sulla died. Caesar returned to Rome.
- ❖ 75 B.C.: Caesar was kidnapped by Mediterranean pirates.
- ❖ 73 B.C.: Caesar was made *Pontifex Orator* for the plebeians.
- ❖ 72 B.C.: Caesar became a military tribune.
- ❖ 69 B.C.: Caesar became a senator.
- ❖ 63 B.C.: Caesar was elected *Pontifex Maximus*.

- ❖ 61 B.C.: Caesar became governor of Iberia and *praetor* of Gaul.
- ❖ 60 B.C.: Caesar formed the First Triumvirate with Pompey and Crassus.
- ❖ 58–51 B.C.: The Iberian and Gallic Wars
- ❖ 54 B.C.: Caesar invaded Britain for the first time.
- ❖ 52 B.C.: Caesar fought Vercingetorix in Gaul.
- ❖ 51 B.C.: *Gallic Wars*
- ❖ 48 B.C.: The Pompeian Civil War
- ❖ 49 B.C.: Caesar crossed the Rubicon.
- ❖ 48–46 B.C.: Caesar won a series of battles in Illyrica, Greece, and Egypt.
- ❖ 47 B.C.: Caesar was appointed Dictator.
- ❖ 45 B.C.: Caesar reformed the calendar and provincial government.
- ❖ 44 B.C., March 15: Caesar was assassinated by 60 members of the Roman Senate.



## Julius Caesar and the Coming Empire

*Veni, vidi, vici.*  
*Gallia est omnis divisa in partes tres.*  
*Alea iacta est.*  
*Tu quoque, Brute, fili mi?*  
 ~Julius Caesar

### 10 April

- ❖ 428: Nestorius was consecrated as bishop.
- ❖ 787: An organ was installed in the church of St. Corneille at Compiègne.
- ❖ 1925: *The Great Gatsby* was published.
- ❖ 1947: Brooklyn Dodgers purchased the contract of Jackie Robinson.
- ❖ 1898: The novella *Futility* was published.
- ❖ 1912: The White Star Liner Titanic sailed on her maiden voyage.
- ❖ 1932: Paul von Hindenburg was re-elected president of the Weimar Republic—but the Socialist candidate, Adolf Hitler, came in second.

## The Enduring Legacy of Julius Caesar

# Crisis in the Republic

## Emergence of the Imperium

- ❖ *Empire: An Eastern Ideal*
- ❖ *Sociology Is Rooted in Worldview*
- ❖ *The Sociology of the East: Nam Lugal*

## Laying Alexander's Imperial Foundations

- ❖ *The "Long Tail" of Eastern Empires*
- ❖ *Alexander's Aspiration and Innovation*
- ❖ *Axioms: Multiplicity and Inequity*
- ❖ *Axioms: Cosmopolis and Egalitarianism*

## Dénouement of the Republic

- ❖ *"Accidental" Territorial Acquisition*
- ❖ *Undermining the Constitution*
- ❖ *The Rise of the Reformers and Dictators*

# Gaius Julius (101–44 B.C.)

## Family

- ❖ *Elite Patrician: Julii*
- ❖ *Nephew of Gaius Marius: Rival of Sulla*
- ❖ *Marriage: Cornelia and then, Pompeia*

## Politics

- ❖ *Pontifex Orator for Plebeians: 73 B.C.*
- ❖ *Military Tribune: 72 B.C.*
- ❖ *Senator: 69 B.C.*
- ❖ *Pontifex Maximus: 63 B.C.*
- ❖ *Governor of Iberia and Praetor of Gaul: 61 B.C.*
- ❖ *Triumvirate with Pompey and Crassus: 60*

## Military

- ❖ *Iberian and Gallic Wars: 58–51*
- ❖ *Britain: 54; Vercingetorix: 52 B.C.*
- ❖ *The Gallic Wars: 51 B.C.*
- ❖ *Pompeian Civil War: 48 B.C.*

# The End of the Republic

## Consulship

- ❖ *Pompey: Disband, Curry Favor*
- ❖ *Crossing the Rubicon: 49 B.C.*
- ❖ *Illyrica, Greece, Egypt: 48–46*

## Republic

- ❖ *Ten-Year Dictatorship: 47 B.C.*
- ❖ *Reforms: Calendar, Provinces: 45 B.C.*
- ❖ *Caesar, Czar, Koenig, King: February 44 B.C.*

## Regicide

- ❖ *The Ides of March*

## Leadership

- ❖ *Modestia: Humility*
- ❖ *Liberalitas: Generosity*
- ❖ *Virtus: Courage*
- ❖ *Visum: Vision*



*Lord, we do pray that you would remind us of these lessons lest we be forgetful. God, forbid that we should be like those who sailed on the Titanic with four copies of Futility in the library, all of them unread as we plunge to the bottom of the Atlantic beneath the icy waves. God, forbid. Give us the courage of our convictions, enable us to stand and withstand, for we pray it in Jesus' name. Amen.*

## Lesson 47

## Octavian Augustus Caesar

## Lesson Synopsis

A great leader is not someone who is able to build something or do something or say something or inspire something—that's not a great leader. A great leader is someone who has an ongoing effect after he's gone. Some men's greatness is measured by how large they loom over the horizon of their own time, but greater still are those whose movements loom large over them to the point that in the end, they were obscured and forgotten. We tell stories about Julius Caesar, Nero, and Caligula, Hadrian, and Marcus Aurelius. But Octavian? He actually established the Roman Empire. He transformed the empire. He was a leader.

## Opportunity

none for this lesson

## Lesson Topics

the rise and reign of Augustus Caesar

## Primary Source Material

none for this lesson

## Vocabulary

sublime, yeomen, trajectory, impetuous, pernicious, consolidate, paramour, parsimonious, chaste, legitimate, swath, parse, accrue, precedence, meticulous

## Timeline

- ❖ 63 B.C.: Octavian was born.
- ❖ 49 B.C.: Julius Caesar crossed the Rubicon.
- ❖ 44 B.C.: Octavian arrived in Rome with Julius Caesar.
- ❖ 44 B.C.: Julius Caesar assassinated
- ❖ 43 B.C.: The Second Triumvirate: Octavian, Antony, and Lepidus
- ❖ 42 B.C.: Octavian made a *consul*.
- ❖ 36 B.C.: Antony and Cleopatra
- ❖ 31 B.C.: Octavian defeated Antony at the Battle of Actium.
- ❖ 28 B.C.: Octavian resigned from the Senate.
- ❖ 27 B.C.: Octavian named *auctoritas*, *consul*, *proconsul*, and *princeps*.
- ❖ 23 B.C.: Octavian named emperor in the Second Settlement.
- ❖ 12 B.C.: Octavian named *pontifex maximus* (chief bridge-builder).
- ❖ 2 B.C.: Octavian named *pater patrino* (father of our country).
- ❖ 14 A.D.: Octavian died, named *augustus* (sacred or exalted one).



# Octavian Augustus Caesar

*I found a Rome of clay; I leave it to you of marble.  
 Bear with me the hope when I die that the foundations which I have laid for Rome's future government, will stand firm  
 and stable.  
 Make haste slowly.  
 ~Gaius Octavius Julius*

I have to bare my soul and make a confession. This is hard for me. I'm going to dredge it from the depths of my soul, but, you see, what we've got to talk about today—and we really *do* need to talk about it; it's really important—but I don't want to. I don't want to for several reasons. First of all, I don't really like Octavian at all. He's really important. Not the least of the reasons why he should be important to us is this: “In those days a decree went out from Caesar Augustus that all the world should be enrolled.” So I know that I should be enthralled by the subject matter, but I'm just not. I really don't like him, and I don't care about him very much at all.<sup>1</sup>

## 26 April

- ❖ 387: Augustine was baptized.
- ❖ 1139: The Arthurian sagas were first published.
- ❖ 1607: Jamestown was established.
- ❖ 1865: John Wilkes Booth was killed.
- ❖ 1866: The first Decoration Day ceremonies were held in Columbus, Mississippi.
- ❖ 1918: Reparations began as a part of the settlement ending the First World War.
- ❖ 1986: The Chernobyl power plant failed.

Urgency will always attempt to supplant importance. But, wise men resist the pernicious temptation to heed such tyranny.

~Merras Terridius

## From Republic to Empire

### Gaius Octavius Julius (63 B.C.–14 A.D.)

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<sup>1</sup> The high-quality recording of this lecture begins after this paragraph, but I thought that what Dr. Grant said above was important, so I included it in both the *Instructor's Guide* and the *Student Syllabus*. Ed.



**Family**

- ❖ *Grand-Nephew of Julius*
- ❖ *Politics versus Principle*
- ❖ *Posthumously Adopted*

**Military**

- ❖ *Tribune: Caesar at Rubicon: 49 B.C.*
- ❖ *From Appolonia to Rome: 44 B.C.*
- ❖ *Second Triumvirate: Antony and Lepidus: 43 B.C.*

**Civil War**

- ❖ *From Divi Filus to Consulate: 42 B.C.*
- ❖ *Antony, Octavia, and Cleopatra: 36 B.C.*
- ❖ *Ptolemaic War and Actium: 31 B.C.*

## From Octavius to Augustus

**Empire**

- ❖ *Resignation and Restoration: 28 B.C.*
- ❖ *Auctoritas, Consul, Proconsul, and Principis: 27 B.C.*
- ❖ *The Second Settlement: 23*

**Leadership**

- ❖ *Fides: Faithfulness (Patronage)*
- ❖ *Gloria: Glory (Tribute)*
- ❖ *Dignitas: Dignity (Tradition)*
- ❖ *Ordinatio: Organization (Management)*

**Augustus**

- ❖ *Pontifex Maximus: 12 B.C.*
- ❖ *Pater Patrinae: 2 B.C.*
- ❖ *Sacred or Exalted One: A.D. 14*



*Lord Jesus, thank you for taking unregenerate men and reminding us of the truth at the foundation of the whole world even in and through them. We do pray that you would guide us, direct us, fill us with your Spirit, and, if at all possible, Lord, enable us to boringly carry on, fulfill our callings, do your bidding, and change the world. We pray this in Jesus' name.*

*Amen.*

## Lesson 48

# The Reign of the Imperial Caesars

**Lesson Synopsis**

The caesars who came after Augustus lived lives of tortured privilege, cruel, cruel and devastating prosperity and power. The story of the Caesars reminds us of what power, privilege, popularity, and celebrity can actually do to malform the character of a human being. All the monuments of the caesars display the overpowering impulse of man to be inhuman to other humans. It's really the great story of the imperial descent following the death of Augustus Caesar.

**Opportunity**

No. 22

**Lesson Topics**

The Caesars after Augustus: Tiberius, Caligula, Claudius, Nero, Galba, Otho, Vitellius, Vespasian, Titus, Domitian

**Primary Source Material**

Dr. Grant read extensively from Suetonius's *Story of the Twelve Caesars*, but the book contains adult descriptions of the decadence and debauchery of the Caesars, so it is not recommended that children read it until a parent has read it first.

**Vocabulary**

credibility, legitimate, quadricentennial, ironically, bastion, fob, clamber, beseem, malform, inhuman, curry, confer, appease, insolence, adversity, onerous, finagler, conniving, matricide, resurgent

**Timeline**

- ❖ 14–37: The reign of Tiberius
- ❖ 37–41: The reign of Caligula
- ❖ 41–54: The reign of Claudius
- ❖ 54–68: The reign of Nero
- ❖ 68–69: The reign of Galba (seven months)
- ❖ 69: The reign of Otho (three months)
- ❖ 69: The reign of Vitellius (eight months)
- ❖ 69–79: The reign of Vespasian
- ❖ 79–81: The reign of Titus
- ❖ 81–96: The reign of Domitian

# The Reign of the Imperial Caesars

*The Roman Imperial Age shows us the very best and the very worst of mankind. And all that just in the imperial lineage of the Caesars.*  
~Michael Grant

## 1 May

- ❖ *1931: The world's tallest building, the Empire State Building, was dedicated in New York City.*
- ❖ *1893: The World's Columbian Exposition opened in Chicago's Jackson Park.*
- ❖ *1884: Construction began on the first skyscraper, for the Home Insurance Company in Chicago.*
- ❖ *1851: Britain's Queen Victoria opened the Great Exhibition in London.*
- ❖ *1672: Joseph Addison was born.*
- ❖ *May Day*

## Imperial Descent

### Julian Dynasty

- ❖ *Tiberius (14–37)*
- ❖ *Caligula (37–41)*
- ❖ *Claudius (41–54)*
- ❖ *Nero (54–68)*

### Civil War

- ❖ *Galba (68–69)*
- ❖ *Otho (69)*
- ❖ *Vitellius (69)*

### Flavian Dynasty

- ❖ *Vespasian (69–79)*
- ❖ *Titus (79–81)*
- ❖ *Domitian (81–96)*



Trajan's Column by Conrad Cichorius (1863–1932); public domain.

*Lord, I thank you for these students and for the high call which you have placed on them by your providence in placing them at this pivotal moment at this time in history. Lord, I pray that you would lay strong foundations in their hearts, that you would use them for your glory that, in a day that is way, way, way too much like Hunger Games, like Colosseum games, like gladiatorial games, in an age that is way, way too much like the age of Tiberius and Caligula and Nero and Titus and Domitian. O God, use these students for your glory, to raise up a culture of substance and beauty and goodness and truth. We pray this in Jesus' name. Amen.*

## Lesson 49

# Pax Romana

**Lesson Synopsis**

The long period of peace that extended from the first century all the way through to the fourth century was called the *Pax Romana*. The Romans did something that no other civilization in Antiquity had attempted to do before it. The Romans pioneered a whole new idea, which was to take Roman civilization—Roman values, Roman culture, Roman art, Roman technology, the design of Roman roads and Roman aqueducts and Roman bridges, the design of Roman towns, the values of Roman communities—and spread it as far as they possibly could. That really changed everything.

**Opportunity**

none for this lesson

**Lesson Topics**

practical results of the Pax Romana on transportation, infrastructure, commerce, and communication

**Primary Source Material**

none for this lesson

**Vocabulary**

cartographer, topographer, makeshift, surveying, pitch, metaphorical, genius, stagnate, uniformity, cohesion, rhetorician

**Timeline**

none for this lesson



## Pax Romana

*The greatest accomplishment of Rome was neither political or military; it was cultural. It was the establishment of a culture of peace and prosperity.*  
~Paul Johnson

### 3 May

❖ *Scottish Dismal Day*

- ❖ 326: *Helena, the mother of Constantine the Great, went on a pilgrimage to Palestine.*
- ❖ 1494: *Christopher Columbus sighted the island of Jamaica during his second journey.*
- ❖ 1721: *Hans Egede sailed for Greenland.*
- ❖ 1978: *“Sun Day” was first celebrated.*
- ❖ 1986: *An unmanned Delta rocket had to be destroyed by NASA.*

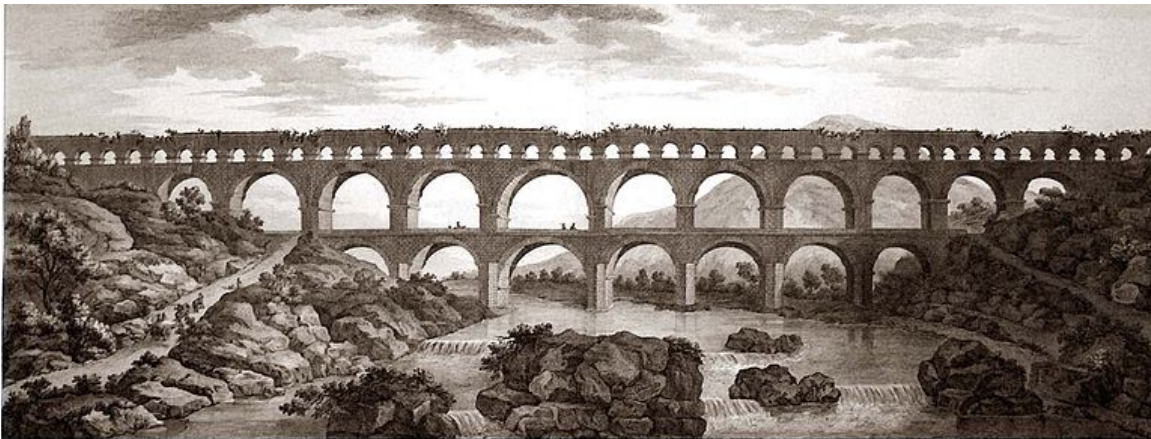
## Transportation and Infrastructure

### *Pavimentum*

- ❖ *Fabri: Roman Roads*
- ❖ *Beacon Lines; Mille; Milestones*
- ❖ *Statumen*
- ❖ *Rudus*
- ❖ *Nucleus*

### *Specus*

- ❖ *Masonry Aqueducts*
- ❖ *Lead and Ceramic Pipes*
- ❖ *Fall of 1:121*



Engraving of the Pont du Gard by C.L.-Clérissieu, 1804; public domain.

### *Pontifex*

- ❖ *Single Span Bridges: Bell Arch*
- ❖ *Multiple Spans: Coffers; Piers; Hoists*
- ❖ *Bridge Builder; Priest*



Castel Santangelo and Bridge in Rome, Italy; public domain.

## Commerce and Communication

### ***Voussoirs***

- ❖ *Simple Vaulted Buildings*
- ❖ *Cross Vaulted Buildings*
- ❖ *Series Intersection: Dome*

### ***Lingua Franca***

- ❖ *Latin in the West*
- ❖ *Greek in the East*
- ❖ *Cultural and Religious Diversity*

### ***Koinos***

- ❖ *Baths and Gymnasiums*
- ❖ *Palaces and Temples*
- ❖ *Theaters and Arenas*

## In the Fullness of Time

- ❖ *Unified Roman Roads*

- ❖ *Unified Roman Culture*
- ❖ *Unified Roman Commerce*
- ❖ *Unified Roman Justice*
- ❖ *Unified Roman Language*



*Father, we thank you for placing us in such times as this. In the fullness of time you brought us to this time, this place, for these opportunities. We pray, Lord, that you would enable us no longer to avert our gaze. Break our hearts for the lost, break our hearts for the orphans and widows in their distress, break our hearts for the hungry, break our hearts for the despised and the rejected. And then use us, send us, multiply our tribe. For we pray it in Jesus' name. Amen.*



## Lesson 50

# Barbarians and the “Fall” of Rome

**Lesson Synopsis**

A lot of the names and the nations that we now naturally associate with Europe, with Western Civilization, were at one time barbarian tribes, migrating, attracted to the Roman world, to Roman law, to Roman civility, to Roman culture, to Roman prosperity. They wanted to become Roman. In fits and starts, they did become Roman, many of them obtaining Roman citizenship. All of this was a part of a long, slow transformation of the imperial world.

**Opportunity**

No. 23

**Lesson Topics**

barbarian migrations into Rome: Celts, Goths, Visigoths, Lombards, Vandals, Huns, Burgundians, Saxons, Angles, Ostrogoths, Franks, Slavs, Parthians, Normans; *civis romanus sum*; Romulus Augustulus; Odoacer; Vercingetorix

**Primary Source Material**

none for this lesson

**Vocabulary**

ignominious, temporal, embryology, unmitigated, abortifacient, decrepit, *coup d'état*, vie, elusive, misconception, resurgence, ebullient, contravene, derogatory, aphorism, stalwart, assimilate, agrarian, misnomer, demographics, ridden, autonomy, naught

**Timeline**

- ❖ 122: Hadrian's Wall constructed
- ❖ 211: *Civis romanus sum*: citizenship decree
- ❖ 286: Diocletian's persecutions began
- ❖ 306: Constantine crowned at York
- ❖ 313: The Edict of Milan
- ❖ 325: Ecumenical Council at Nicea
- ❖ 355: Goths migrate to Illyricum and the Balkans
- ❖ 361: Julian the Apostate crowned at Rome
- ❖ 376: Visigoths migrate to the Iberian Peninsula

- ❖ 378: The Battle of Adrianople
- ❖ 380: The Edict of Theodosius
- ❖ 391: The Edict of Ravenna
- ❖ 400: Burgundians migrate to the Alpine highlands
- ❖ 441: Huns migrate to the Magyar Plateau
- ❖ 449: Franks migrate to Gaul and the Rhine valley
- ❖ 450: Angles migrate to British Sussex
- ❖ 455: Vandals migrate to the North African littoral
- ❖ 458: Saxons migrate to British Wessex
- ❖ 568: Lombards migrate to northern Italy
- ❖ 660: Normans migrate to Gaulish Normandy



## Barbarians and the “Fall” of Rome

*It wasn't so much that Rome fell as that it was subsumed into the milieu of the Germanic barbarians.  
~Hilaire Belloc*

### 8 May

- ❖ *1962: A Funny Thing Happened on the Way to the Forum opened on Broadway.*
- ❖ *1945: V.E. Day was celebrated.*
- ❖ *1886: The first Coca-Cola was sold.*
- ❖ *1854: America's first pro-life movement was launched in earnest.*
- ❖ *1541: Hernando de Soto first sighted the Mississippi River.*
- ❖ *476: Romulus Augustulus was deposed by the Ostrogoth chief, Flavius Odoacer.*

## The First Wave of “Invasions”

### Celts

- ❖ *Vercingetorix*
- ❖ *From Gaul to Eire/Scotia*

### Goths

- ❖ *Thergertal*
- ❖ *From Rus to the Rhine*

### Visigoths

- ❖ *Alaric*

❖ *From the Caspian Region to Hispania*

### Lombards

❖ *Vaurus*

❖ *From Prussia to Italia*

### Vandals

❖ *Otto*

❖ *From Ukraine to Carthage*

### Huns

❖ *Attila*

❖ *From Mongolia to Hungary*

### Burgundians

❖ *Gunther*

❖ *From Dania to Alpinia*

## The Second Wave



Barbarian migrations; base map by Tataryn77 (CC BY-SA 3.0), barbarian migration additions by Joel Spear.

### Saxons

❖ *Aetius*

❖ *From Elbia to Albia*

**Angles**

- ❖ *Herral*
- ❖ *Angia: Britonia*

**Ostrogoths**

- ❖ *Odoacer*
- ❖ *From the Crimea to Napoli*

**Franks**

- ❖ *Clovis*
- ❖ *From Alamani to Gaul*

**Slavs**

- ❖ *Bulgar*
- ❖ *From the Steppes to the Balkans*

**Parthians**

- ❖ *Palavar*
- ❖ *Persia: Jordan*

**Normans**

- ❖ *Rollo*
- ❖ *From Nordica to Brittany*

## The Transformation of Rome

- ❖ *122: Hadrian's Wall Was Constructed*
- ❖ *211: Civis Romanus Sum: Citizenship Decree*
- ❖ *286: Diocletian's Persecutions Began*
- ❖ *306: Constantine Crowned at York*
- ❖ *313: The Edict of Milan*
- ❖ *325: Ecumenical Council at Nicaea*
- ❖ *361: Julian the Apostate Crowned at Rome*
- ❖ *378: Legions Defeated by Goths at Adrianople*
- ❖ *380: The Edict of Theodosius*
- ❖ *391: The Edict of Ravenna*

# Imperial Transformation

## Social Triumph of the Church

- ❖ *Persecution: the Blood of the Martyrs*
- ❖ *Decadence: the End of Virtue*
- ❖ *Intellectuals: the School of the Future*
- ❖ *Practical Programs: Dose of Reality*

## Decentralization of the Roman Military

- ❖ *Vitality of the Provinces: Localism*
- ❖ *Absorption of the Barbarians: Ethnos*
- ❖ *Urban Sprawl: Growing Polarization*

## The Eastern Shift of the Empire

- ❖ *Patriarchates: Spheres of Influence*
- ❖ *Urbane: Constantinople and Jerusalem*
- ❖ *Agrarianism: Imperial Breadbasket*

# Darkness and Light

- ❖ *The Decline of Regional Urban Centers*
- ❖ *The Rise of Provincial Villages*
- ❖ *Breakdown of the Central Imperial Authority*
- ❖ *Local Independence and Regional Liberty*
- ❖ *Increasingly Fragmented Localism and Tribalism*
- ❖ *Increasingly Ethnic Diversity and Autonomy*
- ❖ *The Specialization of Technical Learning*
- ❖ *The Broadening of Feudal Apprenticeship*



*Lord, thank you for these students and for the next right thing that you've set in front of every one of them and the next right thing after that and the next right thing after that. I pray that you would enable them to take the long view in their difficulties and adversities, that they would learn how to take the long view in their blessings and joys as well. I pray, Lord, that the great lessons of history as well as the lessons that you teach us in your Word would open our eyes, guide our steps, strengthen our hands, embolden our resolve, and enable us to shrug off our discouragement and despair and just do the next right thing. We pray this in Jesus' name. Amen.*

## Lesson 51

# Augustine of Hippo

**Lesson Synopsis**

Many scholars, most particularly Christian scholars, look to Augustine of Hippo as the founder of Western Civilization, not so much building on the old foundations and remnants of Greco-Roman civilization, but seeing a whole new superstructure of worldview and faith being laid by the gospel and raising up a whole new kind of civilized order.

**Opportunity**

Final exam after this lesson

**Lesson Topics**

Augustine of Hippo

**Primary Source Material**

none for this lesson

**Vocabulary**

regicide, zenith, nadir, halcyon, catechize, precocious, rhetor, skepticism, moribund, conversant, vibrancy, serene, patrimony, notorious, incisive, coyly, precariousness, adjunct, logistical, pivotal, mete, regressive, antithesis

**Timeline**

- ❖ 354: Augustine born to Patricius and Monica
- ❖ 387: Easter Baptism
- ❖ 391: Constrained as Preaching Pastor
- ❖ 396: Elevated to the Episcopacy



## Augustine of Hippo

*You have made us for Yourself, and our hearts are restless till they find their rest in You.*  
~Confessions

## 10 May

- ❖ *1774: Louis XVI and Marie Antoinette ascended to the throne of France.*
- ❖ *1775: Ethan Allen and the Green Mountain Boys led a successful assault on Fort Ticonderoga.*
- ❖ *1863: Stonewall Jackson died following the Battle of Chancellorsville.*
- ❖ *1869: Construction on America's transcontinental railway was completed.*
- ❖ *1908: The first Mother's Day was observed.*
- ❖ *1940: Winston Churchill became prime minister.*

## The End of the Beginning

### Aurelius Augustine

#### Tagaste

- ❖ *Born in 354 to Patricius and Monica*
- ❖ *Berber, Nubian, and Roman*
- ❖ *Catechized but Unbaptized*

#### Carthage

- ❖ *Rhetoric at the Academy of Carthage*
- ❖ *Neo-Platonism and Manicheanism*
- ❖ *Depravity, Dissipation, and Adeodatus*

#### Rome

- ❖ *Restless Search for Meaning*
- ❖ *"New Academy" Skepticism*
- ❖ *Appointment to Milan*

## Restless without Christ

#### Ambrose

- ❖ *Stalwart against Arianism*
- ❖ *Philo, Origen, Athanasius, and Basil*
- ❖ *Pioneer of Pastoral Practice*

**Conversion**

- ❖ *Community of Seekers*
- ❖ *Tolle Lege: Anthony and Romans*
- ❖ *387: Easter Baptism*

**New Beginnings**

- ❖ *Return to Tagaste*
- ❖ *Patrimony and Community*
- ❖ *Arx Axiom Academy*

## The Church at Hippo

**Fame**

- ❖ *Regional Preaching*
- ❖ *Innovative Apologetics*
- ❖ *Coyly Avoiding Consecration*

**Ordination**

- ❖ *391: Constrained as Preaching Pastor*
- ❖ *Defeating Manichaeism*
- ❖ *396: Elevated to the Episcopacy*

**Controversies**

- ❖ *Against Pelagianism and Arianism*
- ❖ *Against Donatism and Novatianism*
- ❖ *Against Neo-Platonism*
- ❖ *Confessions, Enchiridion, City of God*

## Legacy: History

**Linear**

- ❖ *Greco-Roman: Cyclical*
- ❖ *Christian: Consequential*
- ❖ *Fruit in the West: Deferred Gratification*

**Providential**

- ❖ *Greco-Roman: Chaos*
- ❖ *Christian: Orderliness*



❖ *Fruit in the West: Determined Work Ethic*

### **Progressive**

❖ *Greco-Roman: Regression*

❖ *Christian: Purposeful Hope*

❖ *Fruit: Multigenerational Succession*

## Legacy: Culture

### **Antithesis**

❖ *Greco-Roman: Subjective Amoralism*

❖ *Christian: Objective Ethics*

❖ *Fruit in the West: Rule of Law*

### **Practical**

❖ *Greco-Roman: Random Fates*

❖ *Christian: Will of God*

❖ *Fruit in the West: Opportunity*

### **Personal**

❖ *Greco-Roman: Impersonal Forces*

❖ *Christian: Grace and Destiny*

❖ *Fruit in the West: Personal Freedom*



*Father, thank you. Thank you for your kindness and goodness. Thank you for the fact that we live at the beginning of a time of opportunity. We do pray that every single one of us would be brought to that realization by repentance and with fresh hope with every passing day. Remind us of that truth in the working of your will and grow us up in grace and in our lives, in our families, in our nation, in our culture, in our world. Change everything, Lord, we pray in light of the fact that the gospel is true. We pray this in Jesus' name. Amen.*