

Exploring Religion: Early Judaism

AHUM 1716, Section 2

Spring Quarter 2006; MW 11:00-12:50; Sturm Hall 479

Teacher/Facilitator: Dan Clanton

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Description: This course is designed as an introduction to the literature and history of the Second Temple Period in Judaism (539 B.C.E.-70 C.E.).

Objectives

- (1) To read primary biblical and non-canonical texts critically and historically.
- (2) To gain an appreciation of the variety of thought, practice, and literary creativity among Jews during this period.
- (3) To understand the Jewishness of Jesus and his early followers.
- (4) To develop your own view(s) of the subject matter through reading primary and secondary sources, in-class discussion, and independent research.

Requirements: This course has four basic requirements and a total of 475 possible points:

- (1) Regular class attendance and participation are a must, and thus will account for 50 possible points toward your grade. By class participation, I mean both asking/answering questions and making relevant comments in the context of our in-class discussion. **Roll will be taken every class session; if you are not present during the taking of attendance, you will be counted absent unless you speak with me that Session. If you are absent 3 (three) or more classes your grade will be lowered by one letter grade; if you are absent 5 (five) or more classes you will fail the course.** Please note that (a) excessive tardiness will result in a loss of participation points; and (b) if you are absent the first session, or if you incur absences because you had not yet registered for the class, these absences *will* be counted for the purposes of calculating the attendance penalties listed above.
- (2) Completion of the primary and secondary readings **prior to class** goes hand in hand with class participation, and thus is as important. I also expect you to bring any and all readings to class with you on the days we're scheduled to discuss it. I will post handouts on Blackboard, and it is your responsibility to print out, read, and bring these handouts to class with you on the appropriate days.

- (3) We will have two short in-class quizzes, each worth 100 points toward your final grade. Quiz One will be given on **May 1st (Session 11)** and Quiz Two will be on **May 31st (Session 19)**.
- (4) You will write an essay that will be 6-8 (1800-2400 words) pages long. First, you will submit a paper proposal containing a thesis, argumentative plan, and proposed sources, which will be due by the end of class on **April 19th (Session 8)**. The form for this proposal can be found online at Blackboard, and you will submit it to me electronically as an email attachment. Each student will be required to discuss these proposals with me prior to approval. Following approval, you will write a rough draft based on your proposal that will be due as a hard copy in class on **May 10th (Session 14)**. You must include your proposal with my comments along with your rough draft. I will evaluate these drafts and return them to you with comments and suggestions for improvements. You will then write a final draft of the essay based on my feedback. The final draft will be due as a hard copy by noon in my office on **Monday, June 5th**. You must include your proposal with my comments and your rough draft with my comments along with your final draft. Formal instructions and sample topics for this paper can be found online at Blackboard. The essay proposal will be worth 25 possible points toward your final grade, and both versions of the essay will be worth 100 possible points toward your final grade. Note: A good guide on how to write academic papers can be found at <http://www.mdx.ac.uk/www/study/Gloess.htm>.

Additional Course Information

- (1) No incompletes will be given unless the student contacts me well in advance of the end of the quarter. The circumstances must include serious medical problems or other extreme difficulties beyond the volitional control of the student, and must be in accordance with the following policy set forward by the Registrar's Office, "The assignment of an incomplete grade is appropriate when circumstances beyond the student's control, such as illness or necessary absence, have prevented the student from completing your course requirements by the end of the academic term. Only students who have attended your class through more than 60% of the term are eligible to receive a temporary incomplete grade."
- (2) All requests for special accommodations, e.g., medical, athletic, or learning-related, must be presented to me the first day of class. All such requests must be accompanied by the appropriate paperwork to be considered.
- (3) No absences will be excused except in the cases of (a) an emergent medical situation or severe illness, which must be accompanied by a doctor's note; or (b) a death in the student's immediate family.
- (4) Upon matriculation, all students implicitly agree to abide by the University's Academic Honor Code. Any violations of that code in our class will be taken very seriously. If I find evidence that you've violated the Honor Code, *either*

intentionally or unintentionally, you will either (a) receive no credit for the assignment in question; or (b) be expelled from the class and assigned a failing grade for the course. In extreme cases, you may also be reported to the Office of Citizenship and Community Standards for further review.

- (5) No grade-related information will be released to any student via non-secure means of communication, e.g., email or telephone, without the student in question presenting me with a signed and dated release allowing me to do so. Students may request this information in person, but I must have the aforementioned document to release information via any other channels.

Texts: (All Required; other assigned readings can be found on e-reserve at the Penrose Library's website)

- (1) Frederick J. Murphy. *Early Judaism: The Exile to the Time of Jesus*. Peabody, MA: Hendrickson, 2002. (Henceforth abbreviated as Murphy)
- (2) Daniel J. Harrington, S. J. *Invitation to the Apocrypha*. Grand Rapids, MI/Cambridge, U. K.: William B. Eerdmans, 1999. (Henceforth abbreviated as Harrington)
- (3) Leonard Kravitz and Kerry M. Olitzky. *Pirke Avot: A Modern Commentary on Jewish Ethics*. New York: UAHC Press, 1993. (Henceforth abbreviated as Kravitz & Olitzky)
- (4) George W. E. Nickelsburg and James C. VanderKam, translators. *1 Enoch: A New Translation*. Minneapolis: Fortress Press, 2004. (Henceforth abbreviated as Nickelsburg and VanderKam)
- (5) Alan F. Segal. *Rebecca's Children: Judaism and Christianity in the Roman World*. Cambridge & London: Harvard University Press, 1986. (Henceforth abbreviated as Segal)
- (6) Geza Vermes. *The Complete Dead Sea Scrolls in English*. Rev. Ed. New York: Penguin Press, 2004. (Henceforth abbreviated as Vermes)
- (7) A Bible that contains the Apocrypha. For this class, I've ordered The HarperCollins Annotated Study Bible (NRSV translation).

Schedule

March 27th (Session 1): Introduction to Course (Syllabus, Readings, Assignments, Responsibilities), and Religious Studies

March 29th (Session 2): History and Background to 2nd Temple Period

Reading: Murphy, Ch. 1, "Israel Before the Second Temple Period," pp. 9-60.

Video: *Kingdom of David: The Saga of the Israelites*, "Part I: By the Rivers of Babylon"

April 3rd (Session 3): The Restoration

Primary Readings: Ezra; Nehemiah; Haggai; Zechariah 1-8; Malachi; Isaiah 56-66

Secondary Readings: Murphy, Ch. 2, "The Restoration," pp. 61-90.

April 5th (Session 4): Reactions to the Restoration

Primary Readings: Ruth; Esther (with Additions); Jonah

Secondary Readings:

- (1) Harrington, "The Additions to Esther: These Things Have Come From God," pp. 44-54.
- (2) Amy-Jill Levine, "Ruth," in *Women's Bible Commentary* (eds. C. A. Newsom and S. H. Ringe; expanded edition, with Apocrypha; Louisville, KY: Westminster/John Knox Press, 1998), 84-90.
- (3) Sidnie Ann White Crawford, "Esther," in *Women's Bible Commentary* (eds. C. A. Newsom and S. H. Ringe; expanded edition, with Apocrypha; Louisville, KY: Westminster/John Knox Press, 1998), 131-137.

April 10th (Session 5): The Maccabees and Hellenism

Primary Readings: 1-2 Maccabees

Secondary Reading: Harrington, Chs. 10-11, "1 Maccabees: God's Dynasty," and "2 Maccabees: God's Temple," pp. 122-151.

Optional Reading: Segal, "Introduction: Myth in Israelite Society," and Ch. 1, "Israel Between Empires," pp. 1-37.

April 12th (Session 6): Sirach

Primary Reading: Sirach 1.1-18.14; 38.24-39.11

Secondary Reading:

- (1) Murphy, Ch. 3, "Hellenism, Judaism, and the Maccabees," pp. 91-126.

(2) Harrington, Ch. 6, “Ecclesiasticus/Sirach: Fear of the Lord,” pp. 78-91.

Video: *Kingdom of David: The Saga of the Israelites*, “Part II: The Book and the Sword”

April 17th (Session 7): Apocalypticism, Part One: The Early Enoch Material

Primary Reading: *1 Enoch* 1-36, 92-108, in Nickelsburg and VanderKam, pp. 19-49 and 139-170.

Secondary Reading: Murphy, Ch. 4, “Apocalypticism,” pp. 127-152.

April 19th (Session 8): Apocalypticism, Part Two: The Daniel Traditions

Primary Reading: Daniel; Prayer of Azariah; Susanna; Bel and the Dragon

Secondary Reading:

(1) Murphy, Ch. 4, “Apocalypticism,” pp. 152-166.

(2) Harrington, Ch. 9, “The Additions to Daniel: Who Is the Living God?” pp. 109-121.

***** Paper Proposal Due by the End of Class *****

April 24th (Session 9): Jewish Narrative Literature

Primary Readings: Tobit; Judith

Secondary Readings: Harrington, Chs. 2-3, “Tobit: We Are Family,” and “Judith: By the Hand of a Woman,” pp. 10-43.

April 26th (Session 10): The Dead Sea Scrolls, Part One

Primary Readings: 1QS (The Community Rule); CD (The Damascus Document), in Vermes, pp. 97-117 and 125-143

Secondary Readings: Murphy, Ch. 5, “Qumran and the Dead Sea Scrolls,” pp. 167-195.

Optional Reading: Vermes, “The Community,” “The History of the Community,” and “The Religious Ideas of the Community,” pp. 26-90.

May 1st (Session 11): The Dead Sea Scrolls, Part Two

Primary Readings: 1QM (The War Scroll); and 1QpHab (Commentary on Habakkuk) in Vermes, pp. 161-183 and 478-485.

Secondary Readings: Murphy, Ch. 5, "Qumran and the Dead Sea Scrolls," pp. 196-212.

*****In-Class Quiz*****

May 3rd (Session 12): The Beginning of Roman Rule

Primary Readings: *Testament of Moses*; *Psalms of Solomon* 2, 4, 8, 17, and 18

Secondary Reading: Murphy, Ch. 7, "Enter the Romans," pp. 245-265.

Suggested Reading: Murphy, Ch. 6, "Scribes, Pharisees, Sadducees, and Sanhedrin," pp. 213-244.

May 8th (Session 13): Apocalypticism, Part Three

Primary Reading: *1 Enoch* 37-71, in Nickelsburg and VanderKam, pp. 50-95.

Secondary Readings: Murphy, Ch. 7, "Enter the Romans," pp. 265-280.

May 10th (Session 14): Jesus of Nazareth and Judaism, Part One

Primary Reading: The Gospel of Mark

Secondary Readings: Murphy, Ch. 9, "Jesus the Jew," pp. 328-375.

***** Rough Draft of Essay Due in Class *****

May 15th (Session 15): Jesus of Nazareth and Judaism, Part Two

Primary Reading: The Gospel of Matthew

Secondary Reading: Segal, Chs. 2-3, "Society in the Time of Jesus," and "Jesus: The Jewish Revolutionary," pp. 38-95.

May 17th (Session 16): Paul the Jewish Theologian

Primary Readings: 1 Thessalonians 4.13-5.11; 1 Corinthians 15; Galatians

Readings: Segal, Chs. 4-5, "Paul, the Convert and Apostle," and "Origins of the Rabbinic Movement," pp. 96-141.

May 22nd (Session 17): The Destruction of the Temple

Primary Reading: *4 Ezra* (2 Esdras 3-14)

Optional Primary Reading: *2 Baruch* 1.1-8.5, 20.5-30.5, 44.1-46.7

Secondary Reading:

(1) Murphy, Ch. 10, "Israel in Revolt," pp. 376-404.

(2) Harrington, Ch. 16, "2 Esdras: Prophecies and Visions of Ezra," pp. 185-203.

Video: *Kingdom of David: The Saga of the Israelites*, "Part III: The End of Days"

May 24th (Session 18): Whither Judaism after the 2nd Temple Period?

Primary Reading: *Pirke Avot* 1 and 3 in Kravitz & Olitzky, pp. xi-14 and 36-52.

Secondary Reading: Shaye J.D. Cohen, "Canonization and Its Implications," in *From the Maccabees to the Mishnah* (Library of Early Christianity 7; Philadelphia: Westminster Press, 1987), 174-213.

Video: *Kingdom of David: The Saga of the Israelites*, "Part IV: The Gifts of the Jews"

***** No Class on May 29th *****

May 31st (Session 19): Conclusion(s)

***** In-Class Quiz *****

***** Final Draft due by noon in my office on Monday, June 5th *****