

HISTORY AND RELIGION OF ANCIENT ISRAEL: SECOND TEMPLE PERIOD*

JUS/NES/RELI/HIST 372b

Fall 2016, Goldstein Room, Hillel Building

Tuesday and Thursday 8-9:15am

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Open Office Hours: Mon/Wed 8:00-10am, Tu/Th 11am-12 noon

Otherwise available by appointment

* Information contained in this course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

COURSE DESCRIPTION

This course will survey Jewish history and religion during the Second Temple Period, 539 BCE-135 CE. The Apocryphal books and the content and contribution of the Dead Sea Scrolls will also be studied. Some attention will be given to developments in Early Christianity as well.

COURSE OBJECTIVES

At the end of this course you will be able:

- 1) to trace the development of Israelite history and religion from the sixth century BCE down to second century CE;
- 2) to understand early Jewish history and religion within their ancient social, historical, political, religious, and economic contexts;
- 3) to locate on a map the important places and events mentioned in the primary sources;
- 4) to discuss the development of the documents included in the Bible (i.e. the Old Testament) into a religiously authoritative corpus;
- 5) to explain how and why some early Jewish texts were not included among the “canonical” texts of Judaism;
- 6) to demonstrate how early Jewish history and religion have influenced Western culture;
- 7) to understand the origin and early development of Christianity from its Jewish matrix.

In addition, you will hopefully acquire the following sensitivities:

- 1) an appreciation of the diversity of Early Judaism and Christianity and how that is reflected in modern Judaism and Christianity;
- 2) a sincere respect for the religious and cultural traditions of others;
- 3) a tolerance of people whose religious and cultural practices differ from yours;
- 4) a desire to look at things from the perspective of others, especially from the perspective of people who belong to minority groups that have been marginalized in our society.

You will also be motivated to do the following:

- 1) participate in inter-religious dialogue;
- 2) value your own religious and cultural background and seek to improve yourself for productive participation in today’s multi-cultural society;
- 3) form and express your opinions clearly on religious issues while remaining respectful of the viewpoints of others;
- 4) develop a commitment to life-long learning, realizing that no matter how much you may learn from this or any other class, there is still much more to be experienced and learned in order to become a well-rounded individual.

REQUIRED TEXT

Frederick J. Murphy, *Early Judaism: The Exile to the Time of Jesus*. Peabody, MA: Hendrickson Publishers, 2002.

Bible. You will need a Bible that includes the “Apocrypha” and New Testament. I have asked that the UofA bookstore stock the “New Oxford Annotated Bible, New Revised Standard Version with the Apocrypha” for your convenience.

CLASS FORMAT

This course uses a lecture format. You are expected to complete the required reading and to consider the study guide questions before coming to each class. Learning is a dynamic process in which the student and teacher interact over the material under discussion. You will learn best by asking questions; all questions are welcome and, if they are of interest to the class as a whole, we will stop and discuss them together. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

The UA's policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm>.

The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See:

http://uhap.web.arizona.edu/chapter_7#7.04.02

UA Non-discrimination and Anti-harassment policy:

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

COURSE REQUIREMENTS

1. Readings: You are expected to complete all required readings before class. In addition to the readings from the textbook, there will be several readings that you will find on the course's D2L web page. These readings are indicated by the "(D2L)" in the syllabus.

2. Examinations, Tests and Quizzes: There will be two examinations (midterm and final), two course content quizzes, weekly reading quizzes, and a map test in this course.

a. Map Test: 1 September 2016

b. Course Content Quizzes: #1 on 20 September 2016; #2 on 17 November 2016

c. Reading Quizzes: on Friday afternoons an online quiz over the following week's assigned readings will be posted on D2L under the "Quizzes" tab. You are expected to complete this online weekly quiz before the next Thursday's class session (i.e., before 8am on the following Thursday). There will be no quizzes posted for these three Fridays: Oct 7th (prior to midterm week), Nov 18th (prior to Thanksgiving week), and Dec 2nd (prior to the last week of class).

d. Online Midterm Exam: 13 October 2016

e. Online Final Exam: According to the Office of the Registrar, the officially scheduled final exam period for this course is Thursday, 15 December 2016 from 8-10am. The exam for this course will be conducted online at that time.

3. Position Papers: Students will write **two**, 2-3 page position papers on the two topics listed below. Papers must be submitted at the beginning of class on the day they are due. Late papers will be penalized 5 points for each day they are late. Do not submit papers in folders or plastic binders. Simply staple the pages in the upper left-hand corner. Papers should be formatted with one-inch margins and in a standard 12-point font. These papers will be graded on form, style, and content.

a. Position Paper Topic #1: "The Decrees of 168 BCE: Initiated by Antiochus IV, Jewish Hellenizers or Both?" Due by 8am on 27 October 2016.

Based on your readings for this course, identify who in your opinion was responsible for the decrees of 168 BCE that led to the Jewish revolt against the Seleucid empire. What factors led to these decrees, what were the particular features of the decrees, how did they impact the various segments of the Jewish community, and what did the people responsible for them intend to accomplish?

This paper is available for rewrite and potential extra points based on the instructor's comments on the first draft.

b. Position Paper Topic #2: "A Splintering Tree: The Separation of the Jesus Movement from Judaism." Due by 8am on 1 December 2016.

For this paper I ask that you describe the factors involved in the separation of early Christianity from Judaism. The data you should use in this project are the Book of Acts, the Pauline Epistles, the Epistle of James and the Epistle to

the Hebrews. You may also use our course textbook. Why and how did early Christianity distinguish itself from Judaism to the point that it became something completely alienated from Judaism? Who in your opinion was most responsible for this separation?

4. Synagogue/Church Visit and Report: You are asked to attend a church or synagogue service sometime during the semester. Those who were raised in a Jewish environment should attend a church service, while those from a Christian or other religious background should attend a synagogue service. Write a one-page explanation and personal evaluation of what you saw and learned. This paper, along with a program of the service for the day, is due no later than the last day of class (Tuesday, 6 December 2016). The goal of this exercise is to familiarize you with the communal activities of people from another religious tradition.

5. Class Participation: You are expected to come to each class prepared to participate in the day's discussion. Class participation is also measured during the Online Midterm and Final Review Sessions.

PERFORMANCE EVALUATION

Your grades will be determined on the following basis.

| | |
|---------------------------------------|---------------------------|
| Map Quiz | 20 points |
| 12 Weekly Reading Quizzes | 36 points (3 points each) |
| Midterm Exam | 50 points |
| Final Exam | 50 points |
| Content Quiz #1 | 10 points |
| Content Quiz #2 | 10 points |
| Position Paper #1 | 25 points |
| Position Paper #2 | 25 points |
| Synagogue/Church Visit & Review | 10 points |
| Class Participation | 15 points |

These components combine for a course total of 251 points. All grades will be assigned according to the following percentages.

| | |
|------------------------|---|
| 90.0-100% | A |
| 80.0-89.99% | B |
| 70.0-79.99% | C |
| 60.0-69.99% | D |
| 59.99% and below | E |

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies which are available at <http://catalog.arizona.edu/2015-16/policies/grade.htm#I> and <http://catalog.arizona.edu/2015-16/policies/grade.htm#W> respectively.

COPYRIGHT FOR COURSE MATERIALS

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Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

STANDARDS OF STUDENT CONDUCT

The professor encourages the use of computers in class for note-taking and class-related activities. The use of computers for email, web browsing, etc., and the use of cell phones and pagers are strictly forbidden. Students violating this rule will be asked to leave the class for the day.

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/codeofacademicintegrity> <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>. The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

UA Nondiscrimination and Anti-Harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

SPECIAL NEEDS AND ACCOMMODATIONS

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. In keeping with University policy I will provide reasonable accommodation of any student's religious beliefs with regard to the scheduling of examinations and other academic requirements for this course. Please consult with me at least two weeks in advance of any such scheduling issues.

COURSE SCHEDULE

— Week 1 —

Tuesday, 23 August 2016

Introduction to the Course

Geography of the Mediterranean and the Near East

Since one cannot fully understand history without some knowledge of geography, I suggest that you familiarize yourself with maps of the "Holy Land" or maps of the Middle East in general available on the web or at the back of most Bibles. You will do well to refer to them often in order to ensure that you can locate the geographical settings of the events we discuss. For your convenience, on our D2L course website you will find a list of important geographic sites and features. This list is located under the "content" tab. We will have a map test over these items at the beginning of class on 3 September 2015.

Thursday, 25 August 2016

Jewish and Christian Origins: A Brief History of Approaches

Read: Michael E. Stone, *Ancient Judaism: New Visions and Views* (Grand Rapids, MI: W. B. Eerdmans, 2011), 1-30 (D2L).

Preparation Questions:

What is an “axial age”? Why is the 20th century the century of the manuscripts? How did “orthodox” Judaism and Christianity influence our understanding of Judaism in the Greco-Roman era? In what explicit ways did it color Jewish and Christian understanding of this era? What are the “Apocrypha” and “Pseudepigrapha” and what is their role in understanding early Judaism and Christianity?

— Week 2 —

Session 3: Tuesday, 30 August 2016

Topic: Fall of Jerusalem

Read: Murphy, 1-30

Bible: 2 Kings 22-25, and Jeremiah 27-33. Optional: Jeremiah 34-45

View: <http://www.cnn.com/2013/04/04/world/meast/iraq-babylon-tourism/index.html?iref=allsearch>

Preparation Questions:

Who were the last rulers of Judah? How would you characterize their individual religious attitudes? What foreign king overpowered Judah? Why did this happen to Judah? What attitude does Jeremiah have regarding these events? Did Judah fall to the Babylonians for religious or other reasons in your mind? What happened to Judah and Jerusalem when they were conquered? What does all this say about the power of the Judeans’ god?

Session 4: Thursday, 1 September 2016

MAP QUIZ: The Geography of the Near East and Mediterranean Basin

Rise of Persia and the Fall of Babylon

* Complete online Reading Quiz #1 before class.

Read: Murphy, 31-58

Bible: Isaiah 40-55

Preparation Questions:

What foreign power eventually displaced the Babylonians? Who was their leader? Why did this person have success in conquering the Babylonians? What was his attitude towards the people held captive in Babylon? How would these captives respond to his actions? Any idea who wrote this section of Isaiah and when he lived? Why would some scholars attribute this section of the book of Isaiah to a different person (i.e. “Second Isaiah”) living later than Isaiah of Jerusalem?

— Week 3 —

Session 5: Tuesday, 6 September 2016

Life in the Exile

Read: Bible: Psalms 74, 79, 137; Ezekiel 8-15; Lamentations

Preparation Questions:

How do these texts view the Exile? Is it a good or bad experience for them? Why would they have such an attitude? How do these authors feel about Babylon and Jerusalem? What did these people do to deserve such a fate? How could their fate be reversed? How do the people view Ezekiel? What is his value to the community?

Session 6: Thursday, 8 September 2016

Return to Judah

* Complete online Reading Quiz #2 before class.

Read: Murphy, 61-76

Bible: Haggai; Zechariah 1-8; Malachi; Isaiah 56-66; Ezekiel 40-48

Preparation Questions:

Try to outline the major events and leaders of this period using the biblical texts. What portion of the exilic population chose to return to Jerusalem? What would some have preferred to stay? What would have motivated those who decided to return? How successful were these returnees in reestablishing the cult of Yahweh in Jerusalem? What obstacles did they

face and how did they overcome them, or did they overcome them? What role do the prophets Haggai and Zechariah play in the Restoration Community?

— Week 4 —

Session 7: Tuesday, 13 September 2016

Restoration Community in Judah

Read: Murphy, 82-89

Bible: Ezra

Preparation Questions:

As you read Ezra, write a chronological outline of the events. What was life like for the people who returned from exile in Babylon? How did these returnees relate to the Judeans who did not go into exile but had remained in Jerusalem and Judah all along? Why was there a discrepancy between the returnees' and the locals' approach to religion? Other than religious differences, what kind of opposition did the returnees face? Why?

Session 8: Thursday, 15 September 2016

Persians and Jews

* Complete online Reading Quiz #3 before class.

Read: Murphy, 76-82

Bible: Nehemiah and Esther.

Apocrypha: The Rest of the Chapters of the Book of Esther, also known as “The Additions to Esther”

Elephantine Letters: Passover Letter, Letter Requesting Permission to Rebuild Temple. Translations of these texts are conveniently available on-line at K. C. Hanson's website: www.kchanson.com/ANCDOCS/westsem/passover.html and www.kchanson.com/ANCDOCS/westsem/templeauth.html. You might also enjoy reading Stephen G. Rosenberg, “The Jewish Temple at Elephantine,” *Near Eastern Archaeology* 67:1 (2004): 4-13 (D2L).

Preparation Questions:

As you read Nehemiah, write a chronological outline of the period and then compare it with your outline from Ezra 7-10. Can you determine the relationship between these two figures? When were they in Jerusalem and what did they do? How did the Jews fair under Persian domination? What attitudes towards non-Jews do these texts reflect? What were Nehemiah and Esther's attitudes towards religious matters? How would you describe the relationship of “The Rest of the Chapters of the Book of Esther” to the biblical book of Esther? What do the ‘Elephantine Letters’ tell us about the political and religious life of the Jews of Elephantine?

— Week 5 —

Session 9: Tuesday, 20 September 2016

Content Quiz #1

Alexander the Great's Conquests

Read: Murphy, 91-94

Elias Bickerman, “The Policies of Alexander the Great,” in *From Ezra to the Last of the Maccabees*, pp. 41-53 (D2L);

Morton Smith, “Hellenization,” reprinted in *Emerging Judaism: Studies on the Fourth & Third Centuries B.C.E.*, ed.

Michael E. Stone and David Satran. Minneapolis: Fortress Press, 1989 (D2L). Ali Ansari, “Alexander the not so Great:

History through Persian eyes.” *BBC News Magazine* (14 July 2012), online at www.bbc.co.uk/news/magazine-18803290

Preparation Questions:

Try to trace Alexander's advance from Greece to India. What impact would Alexander's conquests have on the cultures of the ancient Near East? What would have had more of an impact on Jews and the development of Judaism, the Exile or Hellenism? Why? What did Alexander do that led to the transformation of many ancient cultures in this region?

Session 10: Thursday, 22 September 2016

Hellenism and the Jews

* Complete online Reading Quiz #4 before class.

Read: Murphy, 95-108

Apocrypha: Tobit; Judith

Septuagint: view Timothy Law, “When God Spoke Greek” at https://www.youtube.com/watch?v=Z_q9hzhHGzE

Preparation Questions:

Could one be both a “good Jew” and a “Hellenist”? Did the Jews of our period have only two choices—Judaism or Hellenism? What attitudes towards non-Jews do these texts reflect? What do they say about Jews’ perceptions of themselves and of how they thought non-Jews viewed them? Why would a community preserve compositions such as these? What value do they have for the community?

— Week 6 —

Session 11: Tuesday, 27 September 2015

The Wars Between Alexander’s Generals — The Diadochi Wars

Read: Elias Bickerman, “The Impact of Hellenism,” in *From Ezra to the Last of the Maccabees*, pp. 54-71 (D2L).

Preparation Questions:

What happened in the Near East after Alexander died in 323? Try to draw a map of the Near East showing how Alexander’s generals carved-up his empire between themselves. Who were the generals that fought for control of the area of Syria-Palestine? Where were the capitals of their empires?

Session 12: Thursday, 29 September 2016

Ptolemaic Rule of Syria-Palestine

* Complete online Reading Quiz #5 before class.

Read: Josephus, *Antiquities of the Jews*, XII.1-118 (= Book 12, chapters 1-2). Josephus’ texts can be accessed online at: www.ccel.org/j/josephus/works/JOSEPHUS.HTM

Preparation Questions:

Who were the Ptolemaic kings and what was their attitude towards Syria-Palestine? Why do you think the Ptolemies and Seleucids were so interested in controlling the area of Judaea?

— Week 7 —

Session 13: Tuesday, 4 October 2016

Oniads and Tobiads

Read: Apocrypha: 2 Maccabees 2:19-5:26

Preparation Questions:

What do you learn about the high priestly family from these chapters? Write an outline of the order of the high priests and note how each acquires that privileged position. What kind of relationships do the Jewish high priests have with the Seleucid officials? How does the author perceive the state of religious affairs at this time? Does he view the religious leaders with contempt or admiration?

Session 14: Thursday, 6 October 2016

Seleucid Control of Syria-Palestine

* Complete online Reading Quiz #6 before class.

Read: Murphy, 109-112

Josephus, *Antiquities*, XII.119-236 (= Book 12, chapters 3-5). Josephus’ texts can be accessed online at: www.ccel.org/j/josephus/works/JOSEPHUS.HTM

Preparation Questions:

What favor did the Seleucid king Antiochus III grant to the Jews? What freedoms did this favor involve? How would the Jews have responded to such a favor? Who would have spoken on behalf of the Jewish community as their ambassador to the Seleucids? Can you foresee any potential problems that Antiochus III’s favor might bring about?

Note: The **Midterm Study Guide** is posted on our D2L site. On Tuesday 11 October 2016 we will hold an online midterm exam review session during which we will discuss the questions on the study guide. I will monitor the discussions during this online review session to make sure that it remains on track and that everyone participates. Your participation in that online discussion will count toward your “class participation” requirement.

— Week 8 —

Session 15: Tuesday, 11 October 2016

ONLINE MIDTERM REVIEW SESSION

**You will find the review under our course's D2L "Discussions" tab.
I will monitor the discussions during our regular class time from 8-9:15am.**

Session 16: Thursday, 13 October 2016

ONLINE MIDTERM EXAM

**Exam will be available during our regular class session from 8-9:15am.
Students with DRC accommodations will be given their approved time adjustment.**

— Week 9 —

Session 17: Tuesday, 18 October 2016

Antiochus IV, Mattathias and Judah

Read: Murphy, 112-117

Josephus, *Antiquities of the Jews*, XII:265-434 (= Book 12, chapters 6-11). Josephus' texts can be accessed online at:
www.ccel.org/j/josephus/works/JOSEPHUS.HTM

Preparation Questions

Who is Antiochus IV? What kind of an impact did he have on Jews and Judaism? Identify the exact measures he took vis-à-vis the Jews. What would have motivated him to do this? Do you think his reasons were purely religious? Who was Mattathias and where did he live? How would you characterize his initial response to the Decrees of Antiochus? What actions did he take? Identify the sons of Mattathias. Who led the revolt following Mattathias' death? Outline the events of the revolt led by Mattathias' successor.

Session 18: Thursday, 20 October 2016

* Complete online Reading Quiz #7 before 8am today.

Antiochus IV, Mattathias and Judah, cont.

Read: Apocrypha 1 Maccabees 1-9; 2 Maccabees 1:1-2:18, 5:27-15:39;

<http://www.bibleinterp.com/articles/2014/10/hon388014.shtml>

Preparation Questions: How does the author of 1 Maccabees feel about the Jews who aligned themselves with the policies of Antiochus IV (Epiphanes)? What is the opinion of the author of 1 Maccabees about Mattathias and his sons? How would you describe the battle strategy of Mattathias and his successor? What were the major battles, who were the opponents, and where did they take place? What was the crowning achievement of Judah Maccabee's life? What festival commemorates this great event? What do the first two chapters of 2 Maccabees reveal about that author's purpose in writing? What does 2 Maccabees add to the Maccabee story? How does it end?

— Week 10 —

Session 19: Tuesday, 25 October 2016

The Beginning of Jewish Apocalypticism

Read: Michael E. Stone, "Apocalyptic Historiography," in *Ancient Judaism: New Visions and Views*. Grand Rapids, MI: W. B. Eerdmans, 2011), 59-89 (D2L).

Bible: Book of Daniel 1-12

Preparation/Discussion Questions

What does Stone mean by "the periodization of history"? Where and how does Daniel 'periodicize' history? Where, how and why does Daniel update Jeremiah? Describe the relationship between apocalyptic eschatology and deuteronomic thought. Why can apocalypses be so accurate in "predicting" historical events? How does this approach to history help people to cope?

Session 20: Thursday, 27 October 2016

**Term Paper Option #1 due at Beginning of Class:
“Daniel the Model Judean”**

Read the book of Daniel chapters 1-6. How does the author present Daniel as a model for Jewish life in the exile? What patterns of life and religious activities does he model, and why would these be important to Jews living in exile? To complete this paper successfully, you will want to use primary sources (Bible), our textbook, and other scholarly resources.

* Complete online Reading Quiz #8 before class.

The Last of the Maccabees (Jonathan and Simon)

Read: Murphy, 117-124; <https://www.bostonglobe.com/lifestyle/2016/04/12/project-attempts-understand-maccabees/5zz0EwoWFR3ZY7FD4uaKN/story.html>

Apocrypha: 1 Maccabees 9:23-16:24

Preparation Questions:

What were the major battles fought by Jonathan and Simon, who were the opponents, and where did they take place?

Keep track of the Seleucid leaders by making a list of their names and their actions and attitudes towards the Jews.

— Week 11 —

Session 21: Tuesday, 1 November 2016

Beginning of the Hasmonean Priest-Kings (John Hyrcanus and Alexander Jannaeus)

Read: Josephus, *Antiquities of the Jews*, XIII.1-404 (= Book 13, chapters 1-15). Josephus' texts can be accessed online at: www.ccel.org/j/josephus/works/JOSEPHUS.HTM

Preparation Questions:

What designation is given to the successors of the sons of Mattathias? Once John Hyrcanus is able to gain complete control of Judaea, how does he treat his non-Jewish neighbors? How would you characterize Hyrcanus and Jannaeus' attitudes towards religious issues? Are these kings carrying on in the tradition of the Maccabees? Why or why not?

Session 22: Thursday, 3 November 2016

* Complete online Reading Quiz #9 before class.

Qumran and the Discovery of the Dead Sea Scrolls

Read: Murphy, 167-210; Qumran Scrolls: “The Manual of Discipline” (This text is available on our D2L website.)

View: Israel Antiquities Authority's introduction to the Dead Sea Scrolls at www.antiquities.org.il/dss_movie_eng.asp and Orion Center for the Study of the Dead Sea Scrolls and Related Literature website at

<http://www.deadseascrolls.org.il/home>. You might also enjoy viewing this site: http://www.deadseascrolls.org.il/learn-about-the-scrolls/discovery-and-publication?locale=en_US. The digital Dead Sea Scrolls collection is available at:

<http://dss.collections.imj.org.il/>.

Preparation Questions:

Locate the site of Qumran on a map. What is the climate like in this region? How long is the initiation process for new members of the Qumran community? How would you characterize their approach to life? Who is their leader and what is the basis for his authority? What have the Qumran Scrolls (aka, “The Dead Sea Scrolls”) contributed to our understanding of the history and religion of this period? Into what three general categories can the material found in the Qumran caves be assigned? What does “The Manual of Discipline” (aka “The Community Rule” or “The Serek HaYahad”) reveal about the social network at Qumran and among the Essenes?

— Week 12 —

Session 23: Tuesday, 8 November 2016

Qumran and the Significance of Dead Sea Scrolls, continued

Significance

Read: “The Commentary (Peshar) on Habakkuk” and “The War Scroll” (aka “The War of the Sons of Light against the Sons of Darkness”). These texts are available on our D2L website.

Preparation Questions:

To what modern organizations would you compare this group? What does “The Commentary (Peshet) on Habakkuk” reveal about these people’s approach to biblical literature? What does “The War Scroll” reveal about the Essenes’ view of themselves and of their Jewish and non-Jewish neighbors?

Session 24: Thursday, 10 November 2016

* Complete online Reading Quiz #10 before class.

The Formation of the Biblical Canon

Read: Murphy, 213-243.

Preparation Questions:

Define the term “canon” as it relates to biblical studies. What issues could have driven the need for a canon? What are the three parts of the Hebrew Bible? Look at the order of the biblical books in the table of contents of your Bible and compare that list with the one distributed in class. Are there any additional books in the Old Testament of your English Bible? Are the books in the same order? Why were these books included in the Bible? Are there any disputes about the contents of the New Testament Canon? How did the Synagogue and Church decide which books were religiously authoritative and which were not? Are there other canons?

— Week 13 —

Session 25: Tuesday, 15 November 2016

Roman Conquest of Judaea and the Herodian Period, 67-4 BCE

Read: Murphy, 245-99

- <http://ngm.nationalgeographic.com/2008/12/herod/mueller-text> http://www.biblicalarchaeology.org/daily/people-cultures-in-the-bible/people-in-the-bible/herod-the-great-friend-of-the-romans-and-parthians/?mqsc=E3490797&utm_source=WhatCountsEmail&utm_medium=BHDDailyNewsletter&utm_campaign=E3B401
- <http://www.imj.org.il/exhibitions/2013/Herod/en/>
- <http://www.youtube.com/watch?v=HHL66RXVLaM>

Preparation Questions:

What internal problems in Judaea enabled the Romans to gain control of this region? Who were the principal characters responsible for the instability in Judaea? How is it that Idumeans (foreign converts to Judaism) came to wield power in Judaea? How would the general Jewish population view this rising influence of the Idumeans? Who was Herod? Where did his family come from? Was he Jewish? What kind of a ruler was he? What good did he do for his subjects? Of all his efforts on behalf of his Jewish subjects, which was his most significant achievement? Would you have liked to be a member of his family? Why or why not?

Session 26: Thursday, 17 November 2016

Content Quiz #2

* Complete online Reading Quiz #11 before class.

The Life of Jesus

Read: Murphy, 328-371, 405-425

- <http://popular-archaeology.com/issue/spring-2016/article/a-crucified-king-of-the-jews-found-in-a-jerusalem-tomb1>
- <http://bibleodyssey.org/en/places/main-articles/second-temple>

New Testament: “The Gospel of John”

Articles about the “Historical Jesus” and James Ossuary on the *Bible and Interpretation* website:

http://www.bibleinterp.com/articles_index.shtml .

Early Synagogues: <http://synagogues.kinneret.ac.il/>

Preparation Questions:

What is the overall purpose of the Gospel of John? How does John portray Jesus? How does this gospel portray the relationships or interactions between Jesus and his contemporaries? What role did the Jerusalem Temple play in Judaism?

— Week 14 —

Session 27: Tuesday, 22 November 2016

Jesus in Contemporary Debate

Read: Murphy, 405-434; <http://www.bibleinterp.com/opeds/2013/07/wit378008.shtml>

The Gospel of Thomas (<http://www.kchanson.com/PTJ/thomas.html>), Gospel of Judas (http://www.nationalgeographic.com/lostgospel/_pdf/GospelofJudas.pdf), Gospel of Peter (www.earlychristianwritings.com/gospelpeter.html), and the Infancy Gospel of James (<http://www.earlychristianwritings.com/infancyjames.html>).

View: <https://vimeo.com/ondemand/jesusthecoldcase2>

Preparation Questions:

What does the term “Gospel” mean? How many gospels were there about Jesus’ life? Were all included in the New Testament? How would you characterize these “other” gospels’ portrayal of Jesus? What does this say about the diversity of images of Jesus within the early Christian communities? The Gospel of Judas has received a great deal of attention in recent years. What “new” perspectives, if any, does it provide on Jesus?

Session 28: Thursday, 24 November 2016

Thanksgiving Break

No Class, No Assignments

— Week 15 —

Session 29: Tuesday, 29 November 2016

Paul’s Christianity and Judaea from 4 BCE to 70 CE

Read: Murphy, 299-325

New Testament: “The Acts of the Apostles” and “The Letter to the Galatians”

Preparation Questions:

What was the title of the political leader of Judaea during this period? On what did this person’s authority rest? Most of the period of the procurators’ rule over Palestine was characterized by conflict between the leaders and the people. The period 41-44 CE, however, was different. Why these years so peaceful and prosperous for Judaea? Use the maps at the back of your Bible to follow the course of Paul’s travels. Also, have a look at ORBIS, a new tool for calculating the time and costs of travel in the Roman world (<http://orbis.stanford.edu/>). Have a try at determining how long and how expensive it was for Paul to travel. How influential was the Apostle Paul on the spread of Christianity? According to Paul how does one become a Christian? What does Paul think about Jews and Judaism? What kind of a person was he before he converted to Christianity? Why do Paul’s letters dominate the New Testament? Surely there were many other approaches to Christianity. Why are these voices not heard in the New Testament?

Session 30: Thursday, 1 December 2016

Position Paper Topic #2 due at Beginning of Class.

A Splintering Tree: The Separation of the Jesus Movement from Judaism. Due 1 December 2016.

For this paper I ask that you describe the factors involved in the separation of early Christianity from Judaism. The data you should use in this project are the Book of Acts, the Pauline Epistles, the Epistle of James and the Epistle to the Hebrews. You may also use our course textbook. Why and how did early Christianity distinguish itself from Judaism to the point that it became something completely alienated from Judaism? Who in your opinion was most responsible for this separation?

* Complete online Reading Quiz #12 before class.

Christian Apocalypticism

Read: Murphy, 127-163, 425-434

New Testament: Mark 13 and The Book of Revelation

Preparation Questions:

Define the terms apocalypse and apocalypticism. What time period is Mark 13 describing? What events characterize this time period? While reading the book of Revelation, answer the following questions. Chapter 1: Who is the author of this text? Where is he? Why is he there? Chapters 2-3: What kind of literature is this? What is the purpose of this section? Chapters 4-5: Where does this take place? Chapter 6-18: What is this section describing? What's left of the world at the end of all this? Chapter 19: What is this describing? Chapter 20: What one word describes this time period? Who are the winners and losers? Chapters 21-22: What one word describes this time period?

— Week 16 —

Session 31: Tuesday, 6 December 2016

Last Day to Submit Synagogue/Church Visit Reports

First Jewish Revolt Against Rome and its Aftermath for Jews and Christians

Read: Murphy, 376-403; Michael E. Stone, "Pseudepigraphy," in *Ancient Judaism: New Visions and Views* (Grand Rapids, MI: W. B. Eerdmans, 2011), 90-121 (D2L).

Bible: The Book of Hebrews in the New Testament.

View: https://www.youtube.com/watch?v=2Pz_p8Tf24g

Preparation Questions:

What brought about the destruction of Jerusalem in 70 CE? Why were the Jews so opposed to the Romans? Who were the "Zealots" and the "Sicarii," and what roles did they play in Judean politics? Why did the Romans destroy the Temple?

How traumatic would the destruction of the Temple be for various groups within the Jewish community? How would the author of the Book of Hebrews deal with the loss of the Temple?

ONLINE FINAL EXAM

Thursday, 15 December 2016, 8-10am

Students with DRC accommodations will be given their approved time adjustment.