GATEWAY SEMINARY
Ontario Campus
S4013-11: Jewish Second Temple Literature
Gary P. Arbino
Spring 2017

GaryArbino@gs.edu

Course Description
This seminar will survey selections from Second Temple Jewish Literature not found in most Protestant Bibles: Apocrypha, Pseudepigrapha, Qumran texts and others. Clearly related to the textual, ideological and canonical developments of the TaNaKh (Old Testament), this literature and its contexts give necessary insight into the world and ideas in which and to which Jesus taught and out of which the early Christians wrote and from which sprang early rabbinic Judaism.

Purpose
After completing this course, the student should have a basic grasp of the nature and contexts (historical, theological and cultural) of the writing produced by the Jewish community/s in the Second Temple Period, as well as the issues involved in their interpretation and significance for biblical (OT & NT) and theological study.

Format
This class is a readings-based seminar wherein class discussion will be essential to the learning experience. This course is heavily dependant on readings (ca 1000 pgs). These readings must be done in advance of the class periods so that discussion is of the proper quality. It is strongly suggested that students make notes from their readings so that participation in discussions may be smooth and cogent. Each student will be expected to participate in all aspects of the class.

Evaluation
Evaluation of students’ work will be based on the following four areas
1) Participation in Discussions
2) Reading: Students are expected to read the assigned materials
   NOTE: At the first seminar session in Seminar Week, each student will turn in a statement indicating that she or he has read the required reading for Parts I & II and is prepared to discuss said material. Failure to submit this will have dire negative consequences. - Form to be completed is found at end of this syllabus.
3) Apocrypha Presentations – On Weekend 2, students will lead brief discussions on selected works from the Apocrypha.
4) Research Paper (25-30 pages) and Presentation. Details during Seminar Week.
TEXTBOOKS

One course “textbook” is required, along with access to numerous primary texts.

- this book is a compendium of the essays and two articles from the larger work: Collins, J.J. and D.C. Harlow, eds. (2010) The Eerdmans Dictionary of Early Judaism, Eerdmans (DEJ). Although for ThM students the shorter text will suffice, I would strongly suggest that PhD students own the full Dictionary itself.

All will benefit from the dictionary entries pertaining to individual primary texts.

In addition, students will need access to

- the Apocrypha (available in several printed forms as well as online, and LOGOS);
- assigned texts in the Pseudepigrapha (available in several printed forms – Charlesworth, Bauckham, Charles, etc - as well as online, and LOGOS);
- assigned texts from Qumran (available in several printed forms - García Martínez, F. (1996), García Martínez, F. and E.J.C. Tigchelaar (1997-98), Parry & Tov (2004-05) – with some, but not all, of this material online). Students are encouraged to contact the professor if they have difficulty locating this material.
- Josephus (printed or online)
- Philo (printed or online)
- LXX

Other non-required resources the student might utilize include:

SCHEDULE:

Seminar Week (January):  Context & Qumran

Part I: Context:
Required Reading:
- *EJ*. Essays 1-4 (pp 1-120), 10-13 (253-390).
  - *NOTE:* in *DEJ* these are 1-4, 10-11, plus Entries on Josephus and Philo
- Josephus. *Antiquities of the Jews*, Books 12.1-14.4; *Wars of the Jews*, Book 1, Chapters 1-9
- Philo. “On the Migration of Abraham” (I-III =1-17)

Part II: Qumran Texts
Required Readings:
- *EJ*: Essay 8 (204-227)
- Specific Texts (do not read for details; get a general impression of the writing and content and perhaps a few items that catch your eye):
  - Damascus Document (CD)
  - Rule of Congregation (1QSa/11Q28a)
  - Rule of Community (1QS)
  - War Scroll (1QM/4QM) - long but fragmentary: skim
  - Temple Scroll (11Q19) – long but fragmentary: skim
  - Halakic Document (4QMMT)
  - Habakkuk(1QpHab)
  - Nahum (4QpNah)
  - Testimonia (4Q175)
  - Melchizedek (11Q13)
  - Songs of the Sabbath Sacrifice (The Angelic Liturgy) (11Q17),

Weekend One: Rewritten Scriptures & Pseudepigrapha (February)

Part I: Translated and Re-Written Scripture and other texts
Required Readings:
- *EJ*. Essays 5-6 (121-178)
- Translations:
  - Letter of Aristeas
  - LXX (Ex 35-40; 1 Samuel/Kingdoms 17-18; compare with MT)
  - Peters, MKH. “Septuagint” in Anchor Bible Dictionary (provided PDF)
- Re-Written Scripture:
  - Genesis Apocryphon (1QapGen ar)
  - Jubilees
  - Testament of Reuben (in Testament of the 12 Patriarchs)
  - Pseudo-Philo

Part II: Pseudepigrapha
Required Readings:
- *EJ*. Essay 7 (179-203)
- Selections from the Pseudepigrapha –
  - 1 Enoch
  - Joseph and Aseneth
  - Testament of Moses
Weekend Two: Apocrypha & Issues (March)

Part I. The Apocrypha

Required Readings:

➢ All of the Apocrypha
➢ EJ. Essay 9 (228-252).

Each student will focus on chosen books in order to assist the class in understanding those specific books and their significance. This assistance will take the form of a brief presentation (ca 10-15 minutes each) of each of the selected works. The presentation should discuss the basic issues surrounding the texts (composition, themes, problems, relation to “canonical” texts, etc.). The presentation should distill the aspects of the work and help the class to understand its significance, remembering that all students have read each book.

A. Tobit, Judith
B. Additions to Esther, Prayer of Manasseh
C. Additions to Daniel: Prayer, Bel, Susanna
D. Baruch, Letter of Jeremiah
E. Wisdom of Solomon
F. Ben Sirach (Ecclesiasticus)
G. 1 (&2) Esdras

Weekend Three: Papers (April)

Assignment 4: Paper

Papers will be turned in one week prior.
Presentations (25 min max) will be made during the seminar time.
Evaluation Form turned in by all students for each paper – see end of syllabus.
Topics and Details during Seminar Week.
ASSIGNMENT 1 – Reading for Seminar Week

I have completed the following required readings and am prepared (at some level) to discuss them during Seminar Week:

<table>
<thead>
<tr>
<th>Check if read</th>
<th>Pgs</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>290</td>
<td><em>EJ</em> Essays 1-4, 8, 10-13</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>Josephus. <em>Antiquities of the Jews, Books</em> 12.1-14.4; <em>Wars of the Jews, Book 1, Chapters</em> 1-9</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Philo. “On the Migration of Abraham” (I-III =1-17)</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>Qumran materials (11 documents):</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Damascus Document (CD)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Rule of Congregation (1QSa/11Q28a)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Rule of Community (1QS)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>War Scroll (1QM/4QM)</em> - long but fragmentary: skim</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Temple Scroll (11Q19)</em> – long but fragmentary: skim</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Halakic Document (4QMMT)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Habakkuk(1QpHab)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Nahum (4QpNah)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Testimonia (4Q175)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Melchizedek (11Q13)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Songs of the Sabbath Sacrifice (The Angelic Liturgy) (11Q17)</em></td>
</tr>
<tr>
<td>TTL</td>
<td>555</td>
<td></td>
</tr>
</tbody>
</table>

Signed: ______________________________________________________
SECOND TEMPLE LITERATURE: Paper Evaluation Form (Spring 2017)

Student writing this evaluation: _________________________________

Paper Title: _______________________________________________________

Paper Author: ____________________________________________________

Author’s main conclusion to the research question:

Three Questions to ask the paper author:

1.

2.

3.

Evaluation:
Use the categories:
1 = Excellent; 2 = Good; 3 = OK, 4 = poor, in addition to your evaluative comments.

1 Adequacy (depth) of preparation (utilization of both primary and secondary resources, including appropriate use of journals and foreign language materials and the biblical languages where appropriate):

2 Clarity and development of the paper. Was the main research question answered cogently with demonstration of critical thinking skills - fairly evaluating differing positions and arguments? Was the methodology(s) appropriate and employed critically and soundly.

3 Readability and style:

4 Suggestions for improvement: