



ECJS843

The Jews from the Maccabees to Bar Kochba

S1 Day 2018

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Kyle Keimer

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Contact via kyle.keimer@mq.edu.au

Australian Hearing Hub, Level 2

By ap

Credit points

4

Prerequisites

Admission to MAnchHist or GradCertAnchHist or MA in (Ancient History or Coptic Studies)

Corequisites

Co-badged status

Unit description

This unit studies, through literary, archaeological and epigraphic evidence, the history of Palestine from the second century BCE to 135 CE. It covers Jewish subjection to the Seleucid kingdom, independence under the Hasmoneans, and subjection to the Romans and its client kings. In particular, there is a focus on Jewish reaction to foreign rule, the impact of 'Hellenism' on a distinctive and vibrant local culture, the effect of Roman rule on a small province, the voice of the ruled rather than the voice of the rulers. Such study provides the necessary context for which to understand the origins of early Christianity.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.

Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism

Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level

Synthesize acquired knowledge and understanding to produce critical analytical essays.

General Assessment Information

Submission of Assignments: All essays are to be submitted via the iLearn site by their respective due dates and times (which are all listed according to local Sydney time). Answers to discussion questions will either be prepared (i.e., printed out) in the case of internal students, or submitted via the weekly forums on the iLearn page for external students. Access to the internet and the ability to download and/or view unit materials are essential. Ability to work with word processing software is required for written assessments. Any technical issue encountered with accessing unit materials and/or with submitting assignments should be directed to the IT department via ask.mq.edu.au. After lodging a complaint/request with them you must also notify me via email concerning the issue as soon as possible after it is discovered. Contacting me after an assessment's due date to say that you could not submit it on time will not result in an extension for that assessment unless IT provides me with a time-stamped notice.

Assignments will be assessed on their level of completion, coherence, grammar, and comprehension.

Assessment tasks / assignments are compulsory and must be submitted on time. Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, late work will not be accepted. If required, applications for extensions should be made to me before the assignment's due date. No assignments will be accepted after assignments have been corrected and feedback has been provided (see also the clause below).

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assignment tasks handed in early will not be marked and returned before the due date.

For Special Consideration Policy see under Policies and Procedures.

Note on Assessment - *To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.*

IMPORTANT NOTE ON FINAL MARKS: Please note with respect to the marks you receive for work during the session: that the marks given are indicative only; final marks will be determined after moderation. See further the note on **Results** in the Policies and Procedures section below.

It is highly recommended that you come to all class meetings (internals). Further, you should complete the readings and any other work for any given week before that week's meeting.

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay 1	25%	No	End of Week 4
Essay 2	25%	No	End of Week 8
Essay 3	25%	No	End of Week 12
Weekly Discussion Questions	25%	No	Weeks 2-10

Essay 1

Due: **End of Week 4**

Weighting: **25%**

Write a 1500-word essay (+ notes and bibliography) on one of the listed topics. If you wish to suggest an alternative topic following the same pattern, please discuss it with me. The topics for Essay 1 are drawn from the materials covered in Modules 2-4; those for Essay 2 from Modules 5-7; and those for Essay 3 from Modules 8-10.

*"End of Week X" means by 9pm (local Sydney time) on the Sunday of that week.

Modules 2-4

- Did the Maccabean revolt make any difference?
- Religiously zealous or politically ambitious – how would you describe the Maccabees?
- How can 'hellenisation' be measured in Palestine before and after the Maccabees?
- What is the evidence for internal opposition to the Maccabees/Hasmoneans, and how far was such opposition religiously motivated?
- In what ways could and did the Hasmoneans claim to be in continuity with Israel's past?
- What is the site of Qumran?
- What does the frequency of specific biblical texts among the Dead Sea Scrolls tell us about political, religious, and/or eschatological expectations popular amongst some Jews in the late Second Temple Period?

On successful completion you will be able to:

- Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.

- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Essay 2

Due: **End of Week 8**

Weighting: **25%**

Write a 1500-word essay (+ notes and bibliography) on one of the listed topics. If you wish to suggest an alternative topic following the same pattern, please discuss it with me.

- Was Roman rule a relief?
- What degree of political and military control was exercised by the Roman governors of Judaea?
- How far were events under Pilate and Caligula exceptional or characteristic of Roman rule of Judaea?
- Who held the balance of power in Roman Palestine?
- Is it possible to separate political, social or religious causes of the first Jewish revolt?
- Was there a "right" response to Rome?

On successful completion you will be able to:

- Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.
- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Essay 3

Due: **End of Week 12**

Weighting: **25%**

Write a 1500-word essay (+ notes and bibliography) on one of the listed topics. If you wish to

suggest an alternative topic following the same pattern, please discuss it with me.

- Compare / contrast the ideological motives of the first and second Jewish revolts.
- How have archaeological discoveries confirmed or modified the literary evidence for the first and/or second revolts?
- How far do 4 Ezra and 2 Baruch offer a practical response to the failure of the first revolt?
- Discuss the religious and social life in Judea between the two revolts.
- Critically analyse the Masada traditions.
- Compare and Contrast the Jewish reactions to the destruction of the First and Second Temples.
- How revolutionary was Jesus of Nazareth?
- Discuss the political and ideological role of the Temple in the first century CE
- How important was political Messianism in this period?
- Critically evaluate Josephus as a historian.
- Do a source critical analysis of a significant incident – i.e. an incident where we have more than one source (e.g. the Maccabean revolt; Caligula's intervention in Judea; Johanan ben Zakkai's settlement in Jamnia; the causes and achievement of the bar Kochba revolt).
- Discuss Galilee in the first century.

On successful completion you will be able to:

- Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.
- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
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- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Weekly Discussion Questions

Due: **Weeks 2-10**

Weighting: **25%**

Each week multiple questions for consideration will be posted on the unit's iLearn site. To earn the assessment's points, you must do two things: 1) answer one of the posted questions; 2) post an additional question of your own, or respond to one of your peer's responses.

The way in which this will be done differs if you are an internal or external student.

Internal Students: 1) You will prepare an answer to one of the discussion questions from the weekly forum (discussion forums for each week will appear under the appropriate week on the iLearn site and will be labeled as “Forum 1 – Module X Research Questions”). This answer should reflect an interaction with the assigned readings at a minimum, but any insights from additional readings are welcomed and highly encouraged; 2) You will present an additional research question at some point in the seminar, or respond to another student’s proposed question. You must do one or the other of this second component in class.

External Students: 1) You will post an answer to one of the discussion questions in the weekly forum (discussion forums for each week will appear under the appropriate week on the iLearn site and will be labeled as “Forum 1 – Module X Research Questions”). This answer should reflect an interaction with the assigned readings at a minimum, but any insights from additional readings are welcomed and highly encouraged; 2) You can choose either to post an additional research question, or respond to another student’s proposed question. You must do one or the other of this second component. Your posts for part 2 will go under the label “Forum 2 – Additional Questions/Responses” for each week on the iLearn site.

The forum questions are meant to facilitate seminar-style discussion. For internal students, we will cover the questions in class and you must bring your prepared responses and share them. For external students, you will post your responses in the weekly forums.

Externals: Your answers and questions/comments must be posted by 9pm (local Sydney time) on the Sundays of weeks 2-10.

On successful completion you will be able to:

- Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.
- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Delivery and Resources

This class is offered internally and externally. Internal students will meet in-class on Weeks 1-10 while external students will access course material via the iLearn website. Every student, whether internal or external, will need internet access that allows the downloading of large video files and additional resources in order to pass this course. Additionally, access to a library and/or article database such as Jstor will be necessary to complete multiple of the assignments. If individual access to such databases is not possible, access is possible via the Macquarie Library

website, although a proxy server may be necessary (for more see the "IT Help" link under the "Policies and Procedures" tab).

All lectures, assignments, and readings will be posted on the course's iLearn site for external students (lectures will be recorded and will be accessible via the Echo360 tab on the right-hand side of the iLearn page). Additional resources, including weblinks and additional directions will also appear there.

REQUIRED READING

Collins, John J., and Daniel C. Harlow, eds. *Early Judaism: A Comprehensive Overview*. Grand Rapids, MI: Eerdmans, 2012. [Abbreviated *EJ* in the readings below]

Meyers, Eric M. and Mark Chancey, *Alexander to Constantine: Archaeology of the Land of the Bible, Volume III*. New Haven: Yale University Press, 2012.

García Martínez, Florentino. *The Dead Sea Scrolls Translated*. 2nd ed. Grand Rapids, MI: Eerdmans, 1996. [Abbreviated *GM* in the readings below]

Optional purchases (we will read passages from each)

Josephus, Flavius. *The New Complete Works of Josephus*. Translated by William Whiston. Grand Rapids, MI: Kregel, 1999. [You may use another edition, but you will need both *Antiquities* and *War*]

Bible with Apocrypha. Preferably the NRSV or ESV translation.

The ancient sources can be found online:

Bible: New Revised Standard Version: <http://www.devotions.net/bible/00bible.htm>

Apocrypha: <http://www.sacred-texts.com/bib/apo/index.htm>

Josephus: <http://www.ccel.org/j/josephus/works/JOSEPHUS.HTM>

Unit Schedule

Module 1 (week 1)

Introduction; Setting the scene, the wars of the Diodache and Ptolemaic Rule of Coele-Syria; From Baniyas to Modiin; Ancient Sources

Module 2 (week 2)

Hellenism - Aspects and influence; Literary genres - apocalyptic

Module 3 (week 3)

The Hasmoneans and the Maccabean Revolt (Archaeology and Geography)

Module 4 (week 4)

The Hasmoneans and the Maccabean Revolt (Literature)

Module 5 (week 5)

Qumran and The Dead Sea Scrolls; the Archaeology of Idumea

Module 6 (week 6)

The Coming of Rome and Herod

Module 7 (week 7)

Judaism and its Institutions; Sectarianism and Messianism; the archaeology of the everyday

Module 8 (week 8)

Judea under Roman Rule (4 BC - ca. AD 60)

Module 9 (week 9)

The First Revolt and its Aftermath

Module 10 (week 10)

Bar Kochba and the Jewish Heritage

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Extensions

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made to me before the assignment's due date.

Note on Assessment *To complete the unit satisfactorily you will need to undertake all assessment tasks and achieve an overall mark worth 50% or above.*

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Assessment tasks

- Essay 1
- Essay 2
- Essay 3
- Weekly Discussion Questions

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.
- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced

level

- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Assessment tasks

- Essay 1
- Essay 2
- Essay 3
- Weekly Discussion Questions

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.
- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Assessment tasks

- Essay 1
- Essay 2
- Essay 3
- Weekly Discussion Questions

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.
- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Assessment tasks

- Essay 1
- Essay 2
- Essay 3
- Weekly Discussion Questions

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Know the history of Judea and its surrounding regions from 200 BC to AD 200, including key rulers (Ptolemaic, Seleucid, Hasmonean, and Roman), dates, archaeological sites, and socio-cultural developments.
- Identify methodological developments in the study of Late Second Temple Judaism, the Dead Sea Scrolls, and early Rabbinic Judaism
- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Assessment tasks

- Essay 1

- Essay 2
- Essay 3
- Weekly Discussion Questions

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Analyze source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge at an advanced level
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Assessment tasks

- Essay 1
- Essay 2
- Essay 3
- Weekly Discussion Questions