



ECJS843

The Jews from the Maccabees to Bar Kochba

S1 External 2014

Ancient History

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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

Credit points

4

Prerequisites

Admission to MA in (Ancient History or Coptic Studies or ECJS) or PGDipArts in (Ancient History or ECJS) or PGCertArts 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.

Assessment Tasks

| Name | Weighting | Due |
|--------------------------------------|-----------|---------------------|
| Quiz | 10% | End of Week 3 |
| Essay 1 | 20% | End of Week 5 |
| Essay 2 | 20% | End of Week 10 |
| Encyclopedia Article | 20% | End of Week 14 |
| Essay 3 | 20% | End of Week 15 |
| Participation | 10% | End of the Semester |

Quiz

Due: **End of Week 3**

Weighting: **10%**

This short, 10-question quiz will test your knowledge of the Maccabean expansion. You should be familiar with key battle sites and which territories were added to the Maccabean kingdom when and under which ruler (e.g., what territory did Alexander Janneus add to his kingdom and when did he do it?). The quiz will have a map on which you must identify sites, and short answer questions.

You will have 10 minutes to complete the quiz, which can be taken at any time online via the iLearn site. You will have only 10 minutes and once you begin the quiz you cannot stop. You may take the quiz only once. The quiz must be submitted by 9pm Sydney time on Sunday 23/3/14. If you start the quiz after 8:50 pm you will only have until 9 pm to submit it (i.e., you will have less than 10 minutes to complete it).

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.

Essay 1

Due: **End of Week 5**

Weighting: **20%**

The essay topics for the first three assignments cover Modules 2-5; 6-9; 10-15. If you wish to suggest an alternative title (topic), following the same pattern, please discuss it with me.

Modules 2-5

- 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?

This assignment is to be submitted through the Centre of Open Education by 9pm (local Sydney time) on Friday April 4.

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 10**

Weighting: **20%**

- 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?

This assignment is to be submitted through the Centre of Open Education by 9pm (local Sydney time) on Friday May 9.

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.

Encyclopedia Article

Due: **End of Week 14**

Weighting: **20%**

Write a 1500 word encyclopedia article on any key figure, archaeological site, geographical region, or primary source from the period covered by this course (ca. 200 B.C. - A.D. 200). Your article should be comprehensive but concise; the word limit is very strict and is not to be exceeded. If you choose an archaeological site, your article will deal solely with the Hellenistic and/or Roman strata; no discussion of occupation layers from other periods is necessary (or wanted). If you choose a geographical region, your article should include a discussion of the geology, geographical features, trade routes, and specific historical events from only the periods covered in class. For example, if you choose the region of Bashan, you need only mention historical events from the Hellenistic and Roman periods, you should not include events from the Bronze or Iron Ages or from the Byzantine or later periods except in passing and/or unless they are absolutely necessary to illustrate the uniqueness or conformity of how events from the Hellenistic/Roman periods unfolded.

All topics chosen need to be approved by me.

This assignment is to be submitted through the Centre of Open Education by 9pm (local Sydney

time) on Friday June 6. It can be submitted at any time up until this point.

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 15**

Weighting: **20%**

- 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 Judaea 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 Judaea; Johanan ben Zakkai's settlement in Jamnia; the causes and achievement of the bar Kochba revolt).
- Discuss Galilee in the first century.

This assignment is to be submitted through the Centre of Open Education by 9pm (local Sydney time) on Friday June 13.

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.

Participation

Due: **End of the Semester**

Weighting: **10%**

By enrolling in this course you have committed to participating as an active partner in the classroom conversation. It is strongly encouraged that every student read the assigned material **actively** — that is, taking notes and writing summaries of the reading in order to participate in class discussions and review for the exams. This means, having the readings for any given week done before class meets that week. While each student has his or her own learning style, interaction lies at the heart of the learning experience, so it is important for you to cultivate ways to demonstrate that you are present, engaged and processing the class materials and discussions.

While this course is offered externally, we will meet once a week on-campus to discuss the material. Earning the participation points means attending these meetings in person or via video chat connection. When the enrollment for the course is known, a day and time of the week that works for everybody to meet will be set

On successful completion you will be able to:

- 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 course is offered Externally only, however, on-campus weekly meetings can be arranged for discussion. If you cannot come to campus, video chats can be established so you can link in. I will also monitor the course forum on iLearn and will respond to questions/comments there on a regular basis.

REQUIRED READING

There is a unit guide and a book of readings which will be posted on iLearn (<http://ilearn.mq.edu.au/>) and which you can download. The guide will indicate that the required texts are:

1. Meyers, Eric M. and Chancey, Mark, *Alexander to Constantine: Archaeology of the Land of the Bible, Volume 3* (Yale University Press)
2. Feldman, L. and Reinhold, M., *Jewish Life and Thought among Greeks and Romans. Primary Readings* (T & T Clark: Edinburg)
3. Josephus, *Antiquities of the Jews* and *The Jewish War* (available in Penguin edition)
4. A Bible with the Apocrypha

I realise that it may take a couple of weeks for you to receive the texts through the post, so in the meantime I have photocopies of the sections for the first two modules that I will put on iLearn for you. Additionally, the Macquarie University Library has copies of each of the required texts and they will be placed on 2-hour reserve.

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>

The Apocryphal Old Testament, ed. H.F.D. Sparks [Oxford 1984]

Pseudepigrapha

<http://www.markgoodacre.org/aseneth/translat.htm>

www.ccel.org/c/charles/otpseudepig/aristeas.htm

Josephus

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

Make sure that you know how to use the Library's databases to track down additional articles for your assignments. In particular you will need to use [JSTOR](http://www.jstor.org) (<http://www.jstor.org>) and [Religion and philosophy collection](http://web.ebscohost.com/ehost/search?vid=1&hid=6&sid=4feb9a18-dfd9-48ee-880a-552e2c587488%40SRCMS2) (<http://web.ebscohost.com/ehost/search?vid=1&hid=6&sid=4feb9a18-dfd9-48ee-880a-552e2c587488%40SRCMS2>) databases. These are listed under Philosophy on the databases' entrance page.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

Unit Changes from Previous Offerings

ECJS 843 Session 1, 2014 differs from previous offerings of the course in the following manners:

- 1. There is a greater emphasis on the archaeological remains from the Hellenistic to Roman periods.*
- 2. There is a greater interaction with the geography of ancient Israel during the Hellenistic to Roman periods, including how the geographical reality impacted the unfolding of historical events.*
- 3. The assessment for the course has been changed from 4 essays to the following: 3 essays, 1 quiz, 1 encyclopedia article, and a participation component.*
- 4. Many of the assigned readings, including one of the text books (Meyers and Chancey), have changed.*

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

Module 4 (week 4)

The Dead Sea Scrolls 1 - Qumran and the Biblical Manuscripts

Module 5 (week 5)

The Dead Sea Scrolls 2 - Sectarian Literature

Module 6 (week 6)

The Coming of Rome and Herod

Weeks 7-8: Break

Module 7 (week 9)

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

Module 8 (week 10)

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

Module 9 (week 11)

Towards the First Revolt

Module 10 (week 12)

The First Revolt and its Failure

Module 11 (week 13)

After the First Revolt - Consequences

Module 12 (week 14)

The Bar-Kochba Revolt

Module 13 (week 15)

Rabbinic Judaism; the Mishnah and Talmudim; the creation of biblical "canons"

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

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://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

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

Assessment tasks

- Quiz
- Essay 1
- Essay 2
- Encyclopedia Article
- Essay 3

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
- Encyclopedia Article
- Essay 3

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
- Encyclopedia Article
- Essay 3

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

- 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

- Quiz
- Essay 1
- Essay 2
- Encyclopedia Article
- Essay 3
- Participation

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

- Quiz
- Essay 1
- Essay 2
- Encyclopedia Article
- Essay 3
- Participation

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

- Quiz
- Essay 1
- Essay 2
- Encyclopedia Article
- Essay 3
- Participation