



# AHIS354

## The Dead Sea Scrolls and Second Temple Judaism

S2 Day 2015

*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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W6A 538

By Appointment

Credit points

3

Prerequisites

39cp or (6cp in AHIS or AHST units at 200 level)

Corequisites

Co-badged status

Unit description

The unit looks at the history of the Judeans (Jewish people) from the late sixth century BCE to the fall of Jerusalem and destruction of the temple in 70 CE. The Bible, documentary evidence and archaeology are used to critically assess the developments in this period. A particular focus are the Dead Sea Scrolls. A new insight into second-temple period was afforded with the discoveries at Qumran. We look at the beliefs and literature of the community and what this tells us about them and their place in the Judaism of the times. All documents are read in English translation.

## 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:

- Knowledge of history of Judaea in the Persian, Greek and Roman periods as background for understanding the Dead Sea Scrolls
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)

Improve oral and written presentation

## General Assessment Information

Submission of Assignments: All assignments are to be submitted in person by their respective due dates and times (which are all listed according to local Sydney time). Access to the internet and the ability to download and/or view unit materials are essential. Any technical issue encountered with accessing unit materials should be directed to the IT department via [ask.mq.edu.au](mailto: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.

Assignments will be assessed on their level of completion, coherence, correction, 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 counseling certificates) or prior staff approval, if you miss a class session you will not be able to make up the assessment for that day/week. 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.

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.

It is highly recommended that you come to all lectures and tutorials. Further, you should complete the readings for any given week before that week's lecture.

## Assessment Tasks

Name	Weighting	Due
<u>Weekly Quiz</u>	20%	Every Week
<u>Midterm Examination</u>	30%	Week 6
<u>Examination</u>	50%	Examination period

### Weekly Quiz

Due: **Every Week**

Weighting: **20%**

Every week there will be a short quiz to assess the students' interaction with and comprehension of the readings.

On successful completion you will be able to:

- Knowledge of history of Judaea in the Persian, Greek and Roman periods as background for understanding the Dead Sea Scrolls
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Improve oral and written presentation

## Midterm Examination

Due: **Week 6**

Weighting: **30%**

An examination on the content discussed in the lectures and tutorials for the first half of the semester. Question types will include: fill in the blank, multiple choice, short answer, matching, and essays.

On successful completion you will be able to:

- Knowledge of history of Judaea in the Persian, Greek and Roman periods as background for understanding the Dead Sea Scrolls
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

## Examination

Due: **Examination period**

Weighting: **50%**

An examination will be set consisting of two parts. Part A (unseen) consists of a selection of primary evidence which students are asked to comment on. Part B (pre-circulated) consists of essay-style questions, two of which students select to write under examination conditions.

On successful completion you will be able to:

- Knowledge of history of Judaea in the Persian, Greek and Roman periods as background for understanding the Dead Sea Scrolls
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)

- Improve oral and written presentation

## Delivery and Resources

This class is offered internally. Students will meet in-class for lectures and tutorials. Every student 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).

Additional resources, including weblinks, any additional directions, and any announcements will appear on the unit's iLearn page.

Required Textbooks:

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]

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.

## Unit Schedule

### Week 1 The Persian Period 1

#### Introduction

#### History of Israel to the Persian Period

#### Definition of Second Temple Period

#### Early Judaism in Modern Scholarship

#### Jewish History from Alexander to Hadrian

##### Readings

Stern 2001; Meyers and Chancey 2012: 1-10; *EJ* 1-69

2 Kgs 23:28-25:30; Jer 32:1-5; 34:1-7; 37:1-43:13; 44:30-45:1; 46:1-47:7; 49:28-39; 52; 2 Chr; Lamentations; Pss 44, 74, 79, 137; Isa 40-66 (in particular Isa 40:1-2; 43:5-7; 44:26-45:1; 46:1; 47:1-15; 48:14, 20; 49:5-6, 14-22; 51:3, 17-52:3; 54:7-17; 60:10-18; 61:4; 62:1-12; 63:18; 64:10-11)

Nabonidus Chronicle (Grayson 106-107, 109-111)

## **Week 2 The Persian Period 2**

### **Judaism in the Land of Israel**

#### **Judaism in the Diaspora**

##### Readings

EJ 70-120

Cyrus Cylinder; Bisitun Inscription (Greenfield and Porten; Old Persian paragraphs #16, 18, 20-24, 32, 49-50, 53, 56)

Ezra-Nehemiah; Haggai 1-2; Zech 1:1-6; 2:1-5; 3:1-4:14; 7:1-7; Esther; Dan 5:1-7:1; 8:1; 9:1-6; 10:1-14; 11:1; Malachi

Statue of Udjahorresne

Elephantine Papyri (Passover Papyrus)

Wadi ed-Daliyah papyri

Herodotus *Histories* 9.107f; 7.114; Aeschylus *The Persians* ll.462-476, 717-720, 810-815, 916-917 (R. Potter's translation); Josephus *Antiquities* 11.1.1-11.3.10

Eshmunazor Sarcophagus

## **Week 3 The Hellenistic Period 1**

### **The Jewish Scriptures: Texts, Versions, Canons**

#### **Early Jewish Biblical Interpretation**

##### Readings

Meyers and Chancey 2012: 11-49

EJ 121-178

*Ant.* 12.1.1-12.2.6; 12.2.11-12.2.15; 12.4

Letter of Aristeas; Zenon Papyri

3 Maccabees

Rosetta Stone

Vanderhoof and Lipschits 2007

## **Week 4 The Hellenistic Period 2**

## **Apocrypha and Pseudepigrapha**

### **The Dead Sea Scrolls**

#### Readings

EJ 179-227

*Ant.* 12.3.3-12.4.1; 13.8-14.10; Appian 11.11

Tobit; Sirach "Forward," 38, 50; Judith; 1 Macc; Dan 11; 2 Macc

### **Week 5**

#### **The Dead Sea Scrolls-Discovery of the Scrolls and the History of their Publication**

#### **Archaeology of Qumran**

#### **The Relationship of the Site to the Scrolls**

#### **The Manuscripts: Paleography, Authenticity, Subject Matter**

#### Readings

Meyers and Chancey 2012: 83-112, GM *Introduction*

### **Week 6**

#### **The Qumran Community**

#### Readings

Copper Scroll; Community Rule/Manual of Discipline; Apocryphal Psalm of Jonathan

#### **Peshar and Biblical Interpretation at Qumran**

#### Readings

Temple Scroll; Peshirim; Re-written texts (re-worked Pentateuch)

### **Week 7**

#### **Apocrypha, Apocalypses, Pseudepigrapha, and Eschatological Texts**

#### Readings

Jubilees, Enoch, Book of Giants, Book of Noah, Book of the Patriarchs, War Scroll; Rule of the Congregation; New Jerusalem

#### **Messianism**

#### Readings

Florilegium, Testimonia, Aramaic Apocalypse, Four Kingdoms, Melchisedech

## **Week 8**

### **Legal Texts**

#### Readings

The Damascus Document; MMT

### **Sapiential Texts**

## **Week 9**

### **Liturgical and Poetical Texts**

#### Readings

Thanksgiving Hymns, Songs of Sabbath Sacrifice; Community Rule (col. 10-11)

### **Calendars**

## **Week 10 The Roman Period-Herod the Great**

### **Early Jewish Literature Written in Greek**

#### **Philo**

#### Readings

Meyers and Chancey 2012: 50-82; 239-259

EJ 228-289

*Ant.* 14.11-16; 15.1-7; 15.1.8-15.11.2, the first sentence of 15.11.3, all of 15.11.6-7, 16.1-11; 17.1-9

Matt 2:1-3:17; Luke 1:1-3.20

## **Week 11 The Roman Period-Herod's Sons**

### **Josephus**

### **Archaeology, Papyri, and Inscriptions**

#### Readings

Meyers and Chancey 2012: 113-138

EJ 290-366

*Ant.* 16.5-11



## Week 12 The Jewish Revolts

### Jews Among Greeks and Romans

#### Identity, Purity, and Conflict

##### Readings

Meyers and Chancey 2012: 139-173

EJ 367-390

## Week 13

### Early Judaism and Early Christianity

##### Readings

Meyers and Chancey 2012: 174-202; 203-238

DSS: Messianic Apocalypse; Beatitudes; Pierced Messiah (4Q285)

EJ 391-419

### Early Judaism and Rabbinic Judaism

##### Readings

Meyers and Chancey 2012: 260-284; 285-294

EJ 420-434

## 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](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](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](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/](https://students.mq.edu.au/support/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](http://ask.mq.edu.au).

## 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](http://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](http://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

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcomes**

- Ability to evaluate and use textual and archaeological evidence
- Ability to use the evidence to construct a best-fit hypothesis

### **Assessment tasks**

- Weekly Quiz
- Midterm Examination

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcomes**

- Ability to evaluate and use textual and archaeological evidence
- Ability to use the evidence to construct a best-fit hypothesis

### **Assessment tasks**

- Weekly Quiz
- Midterm Examination
- Examination

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- Ability to use libraries and internet to gather resources for research
- Ability to use critical thinking about the past to the present (and vice versa)

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge,

scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- Knowledge of history of Judaea in the Persian, Greek and Roman periods as background for understanding the Dead Sea Scrolls
- Ability to evaluate and use textual and archaeological evidence

### **Assessment tasks**

- Weekly Quiz
- Midterm Examination
- Examination

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### **Learning outcomes**

- Ability to evaluate and use textual and archaeological evidence
- Ability to use the evidence to construct a best-fit hypothesis

### **Assessment tasks**

- Weekly Quiz
- Midterm Examination
- Examination

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### **Learning outcomes**

- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis

### **Assessment tasks**

- Midterm Examination
- Examination

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### **Learning outcomes**

- Knowledge of history of Judaea in the Persian, Greek and Roman periods as background for understanding the Dead Sea Scrolls
- Improve oral and written presentation

### **Assessment tasks**

- Weekly Quiz
- Midterm Examination
- Examination

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Learning outcome**

- Ability to use critical thinking about the past to the present (and vice versa)

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcome**

- Ability to use critical thinking about the past to the present (and vice versa)