**HIST/RLGN 5306 VC01 The Intertestamental Period**

Wayland Baptist University, Anchorage Campus

Dr. Jeff Anderson, Ph.D.

Spring 2018 Term Dates: February 26-May 19

Spring Break March 12-17

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HOW TO CONTACT DR. ANDERSON: cell, email, Blackboard IM. Note that Dr. Anderson resides in the Alaska time zone which is 3 hours earlier than Central Time.

WBU MISSION STATEMENT: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, and service to God and humankind.

COURSE DESCRIPTION: Research in the history of the Jewish people during the period known as Second Temple Judaism, including a survey of apocryphal, pseudepigraphical and Dead Sea literature and their implications for New Testament study. Prerequisites: RLGN 1301, 1302.

SUMMARY: The period of Israel's history from the return from the Babylonian exile in 538 B.C.E. to the destruction of the second temple in Jerusalem in 70 C.E. is extremely interesting and complex. The period has often either been overlooked as unimportant or has been the victim of strongly confessional overgeneralizations. This course is designed to examine this period from a point of view that takes seriously the contributions of the Second Temple Period to Rabbinic Judaism and Early Christianity.

There are three basic components of this course: history of the period, diversity of the believing community, and the literary creativity of the period. The social and religious contributions of the period to early Christianity and Rabbinic Judaism will be paramount in class assignments.

OBJECTIVES: Upon successful completion of this course, students will be able to:

1. *Identify* the major historical developments in Judah during the Second Temple Period.

2. *Define* the competing sectarian groups that claimed themselves as "biblical Israel" during the Second Temple Period.

3. *Discuss* examples of literary creativity that characterized the literature of the Second Temple Period.

4. *Identify* the major theological developments that influenced Early Christianity and Rabbinic Judaism.

5. *Outline* the diversification and resulting tensions of the Jewish religious community and the implications for issues such as temple, Torah, and cult.

TEXTBOOKS:

The following texts will be required:

*New Oxford Annotated Bible, with Apocrypha, NRSV 4th Edition*. New York: Oxford, 2010. (Actually any Bible with the Apocrypha will do. Make sure it has all the Apocryphal books assigned.)

Anderson, Jeff. *The Internal Diversification of Second Temple Judaism*. Lanham, MD: University Press of America, 2002. ISBN 0-7618-2327-1

These texts are available through the Virtual Campus Bookstore.

**There is a great deal of reading in this course. It’s the only way for you to get comfortable with the sources. Make sure you have the time to do the reading.**

INFORMATION TECHNOLOGY:

Students are invited to access these web sites. The most important of these, The American Theological Library Association, can be accessed through the WBU learning resource center, [www.wbu.edu/lrc](http://www.wbu.edu/lrc).

Other relevant sites:

OT Pseudepigrapha Page:

<http://www.st-andrews.ac.uk/~www_sd/otpseud.html>. (This resource provides a number of links to bibiliographical information related to the Second Temple Period)

Society of Biblical Literature: [www.sbl-site.org](http://www.sbl-site.org)

The Josephus Home Page (Yes, Virginia, Josephus has his own home page)

<http://members.aol.com/fljosephus/home.htm>.

Model of Herod’s Temple in Jerusalem.

<http://www.holylandnetwork.com/temple/model.htm>

Masada Home Page: <http://www.jewishvirtuallibrary.org/jsource/Archaeology/Masada1.html>

Educational Site on the Dead Sea Scrolls:

<http://www.usc.edu/dept/LAS/wsrp/educational_site/dead_sea_scrolls/>

Dead Sea Scrolls and Qumran

<http://home.flash.net/~hoselton/deadsea/deadsea.htm>

REQUIREMENTS

1. **Exams**. There will be two exams for the course. They will not be cumulative. Exams will exclusively be over the Anderson text and the lectures.

2. **Research Paper**. A 12-15 page research paper is required. Paper must follow the style guide approved by your appropriate school. Topics not on this list will need to be approved by the instructor. Due May 12.

I will be happy to review carefully edited drafts. They must be submitted at least one week prior to the deadline.

Ideas for Research Papers:

Herod the Great

Hillel

The Synagogue

Masada

Cyrus the Mede

The Community at Qumran

Philo of Alexandria

Introduction to a selected book of the Apocrypha

Introduction to a selected book of the Pseudepigrapha

The Maccabean Revolt

Josephus

Christianity as a Jewish Sect

The Jewish Revolt of A.D. 66-73

The Second Jewish Revolt

The Samaritans

The Septuagint

The Influence of Hellenism on Second Temple Judaism

Intermarriage and Second Temple Judaism

The Elephantine Papyri

The Pirque Avot (Ethics of the Fathers)

Zoroastrians

Herodium

Bar Kokhba

Zerubabbel

Yavneh

Oniads and Tobiads

Zenon

1. **Discussion Question Response Essays:** There are several discussion questions assigned with the readings. I am looking for personal impressions based on **specific evidence from the literature assigned**. These specific references will tell me how carefully you read the material. Do not just respond with general impressions only. Use outside sources too and document your answers. Remember these questions represent a week’s worth of reflection.
2. **Participation in Discussion Board.** Over the course there will be several opportunities to participate in class discussion via BlackBoard’s Discussion Board.

GRADING

EXAMS 100 points EACH

FINAL PAPER 100 points

READING ASSIGNMENTS 15 points each

DISCUSSION BOARD 5 points each

All grading will be completed according to the institution’s ten point scale. 90-100%=A, 80-89%= B, etc.

COURSE OUTLINE:

Week 1: Week of February 26

Babylonian Exile and Its Effects

Persian Period and Judean Community

**Read Anderson Chapter 1: The Second Temple Period:**

**Terminology and Misconceptions.**

# Read Anderson Chapter 2: Judaism under Persian

# Sovereignty

**Read the Book of Malachi**

**Discussion Questions:**

1. What would you say is the religious setting of the book of Malachi?
2. How does the book of Malachi end? What does this mean since it’s the last book of the Old Testament?

Week 2: Week of March 5

Invasion of Hellenism: Breakdown of Consensus

Judea under Ptolemies/Seleucids

Maccabean Period/Jewish Independence

**Read Anderson Chapter 3: Alexander and the Rise of**

**Hellenism**

**Read Anderson Chapter 4: The Maccabean Revolt and the**

**Hasmonean Dynasty**

# Read I and II Maccabees in Apocrypha

**Discussion Questions:**

1. What is the perspective of these books toward Hellenism? Cite some examples.
2. How are the genres of these two books different?
3. What is the purpose of the martyr stories of 2 Maccabees?

. **Spring Break: March 12-19**

Week 3: Week of March 19

The Hasmoneans

The Roman Period

Second Destruction and Its Implications

**Read Anderson Chapter 5: The Roman Domination of Judea**

# Read Tobit, Judith in Apocrypha

**Discussion Questions**

1. Both Tobit and Judith deal with how Jews should live in a foreign/pagan environment. How is this so?
2. Is Judith and example of a pious Jewess? Why or Why not?
3. It could be said that Tobit, Tobias, and Sarah all live happily ever after. What ethical lessons can be learned by this story?

Week 4: Week of March 26

The Internal Diversification of Judaism

Returning Exiles and People of the Land

**Read Anderson Chapter 6: Breakdown of Consensus: Roots of Diversification**

**Read Anderson Chapter 7: The Internal Diversification**

**of Judaism: Issues that Divided the Judean Communities**

**Read Ezra 1-6, Nehemiah**

**Read 1 Esdras in Apocrypha**

**Discussion Questions:**

1. What tensions do you see between the returning exiles and the people who had remained in Palestine?
2. What kinds of topics are covered in 1 Esdras that are not present in the biblical materials?
3. How does Nehemiah react to the problem of exogamy? What do you make of this?

Week 5: Week of April 2

The Dead Sea Scrolls

Essenes and Qumran

**Read Anderson Chapter 8: Schism and Heterogeneity:**

**Judaisms of the Second Temple Period**

**Tour Dead Sea Scroll Exhibit at**

[**www.loc.gov/exhibits/scrolls/**](http://www.loc.gov/exhibits/scrolls/)

**Tour the Shrine of the Book at** [http://www.imj.org.il/eng/**shrine**/](http://www.imj.org.il/eng/shrine/)

**Discussion Questions:**

1. Discuss the rigors of admission into the community of Qumran. What strikes you as surprising regarding these difficult standards of admission?
2. What is one impact of the discovery of the Dead Sea Scrolls on Old Testament Studies?

Week 6: Week of April 9

Mid Term Examination (Offered through Blackboard. Make sure you get the study sheet. I’ll post it.)

Samaritans

Pharisees/Sadducees/Zealots/Enochic Groups

Judean Communities in Egypt

**Read Jeremiah 42:1-44:30**

**Read Baruch, Letter of Jeremiah,**

**Discussion Question:**

1. How do the Jeremiah readings portray those Judeans who fled to Egypt?

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Week 7: Week of April 16

Hillel and Jesus

Emergence of Rabbinic Judaism

**Read Anderson Chapter 9: Hillel and Jesus:**

**Forerunners to Rabbinic Judaism and Early Christianity**

**Read Hebrews**

**Discussion Questions:**

1. What are some of the major institutions of Judaism that you recall Hebrew discusses? How does the ministry of Christ fulfill these institutions?
2. What traditions does Christianity share with Judaism?
3. Contrast the self-identity of the Early Christians and the Qumran community in regard to the priesthood, temple, and sacrifice.

Week 8: Week of April 23

From Religious Literature to Sacred Scripture:

Canon

Apocrypha

Septuagint

Scriptural Interpretation: Targums, Peshers, Midrash, New Testament

# Read Anderson Chapter 10: Scripture and Canon

**Read Ecclesiasticus (Ben Sira) from Apocrypha**

**Discussion Questions:**

1. How does wisdom relate to the Torah in Ben Sira?
2. How does Ben Sira view women?
3. In what ways does the Genesis Apocryphon expand on the Primeval History of Genesis?

Week 9: Week of April 30

Pseudipigrapha

**Read Anderson Chapter 11: Developments in the**

**Interpretation of Sacred Scripture**

# Read Additions to Daniel and 4 Maccabees in Apocrypha

**Discussion Questions**

1. Which of the additions to Daniel is your favorite and why?
2. Familiarize yourself with some of the arguments related to the dating of the book of Daniel. What position do you find the strongest and why?

Week 10: Week of May 07

Theological Developments

Apocalyptic

Torah

Messianism

Theodicy

Wisdom

**Read Anderson Chapter 12: Theological Innovation in the**

**Second Temple Period**

**Research Papers Due May 12**

**Read 2 Esdras from Apocrypha**

**Wisdom of Solomon from Apocrypha**

**Discussion questions**

1. How does the Wisdom of Solomon lay the theological groundwork for the idea of the immortality of the soul?
2. What would you say the genre and theme of 2 Esdras is? Why?
3. What are some parallels in Wisdom to teachings in the New Testament?

Week 11: Week of May 14 (You did it! Congratulations! Now go buy

some new reading glasses.)

Final Examination. Take final examination. Exam is offered through Blackboard. I’ll give instructions later.

## NOTICE TO STUDENTS EXPERIENCING DISABILITIES

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

STATEMENT ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is the presentation of the work of another as one’s own work. It is the student’s responsibility to be familiar with penalties associated with plagiarism stated in the catalog. (See WBU catalog).

GRADE APPEALS: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.