BSCS 653/BSNT 653/BSOT 653
The Intertestamental Period: Power, Politics, and Literature
Cincinnati Bible Seminary
Cincinnati Christian University
Spring Semester 2015

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2-2-2 Course Format
3 Credit Hours

COURSE DESCRIPTION
A survey of the sources and contexts used in the study of the history of Israel. Emphasis is placed on the larger history of the region.

RATIONALE
Christian teaching and preaching require an understanding of the historical and social forces impacting both the Old and New Testaments. This course provides an in-depth analysis of the history of The Intertestamental Period with emphasis on the social forces and literary texts of the period.

LEARNING EXPERIENCES
1) The primary mode of learning in this course will be through in-class presentation and discussion of the materials and data associated with the period.
2) Students will be assigned reading to complement the course material and to cover material not covered in class.
3) Students will write an extensive research paper on the time period and present an overview of that research in the final sessions of the course.

OBJECTIVES
Students who successfully complete BSCS 653/BSNT 653/BSOT 653 will:

1) Understand the political forces at work in Intertestamental Period.
2) Examine key texts related to the time period including sample texts from the Apocrypha, Pseudepigrapha, Dead Sea Scrolls, and Josephus.
3) Investigate the development of Jewish thought in time period.
4) Understand the history of the Late Persian to the Roman periods and their relationship to early Judaism and Christianity.
5) Explore the social dynamics of early Judaism including its leadership, groups, and worship.
COURSE REQUIREMENTS

1) Reading Assignments (Assesses Objectives 1-5)
   a. Reading assignments assist in developing student awareness of the material. Students will read the book edited by Collins and Harlow and selected primary texts.
   b. Collins and Harlow, *Early Judaism: A Comprehensive Overview*
      i. Students are to read the assigned pages from the book and are to write a 5-page summary of the information presented.
      ii. This assignment helps students prepare in general for classroom discussion.
      iii. The assignment should be submitted to Canvas by the beginning of class on the first day of the week.
      iv. Week One: Pages 1-150
      v. Week Two: Pages 151-321
      vi. Week Three: Pages 322-434
   c. Primary Literature
      i. Readings from primary literature introduce students to the variety of works represented in the Intertestamental Period.
      ii. For each of the 2-2-2 sessions, students will read a number of texts from primary literature that expose students to the ideas and history of the period.
      iii. Students will write a 3-page summary of each of the readings. The summaries will be submitted to Canvas the day they are due.
      iv. Week One Readings:
         1. Apocrypha: 1 and 2 Maccabees
         3. Pseudepigrapha: Letter of Aristeas
      v. Week Two Readings:
         1. Apocrypha: Tobit, Wisdom of Solomon
         2. Pseudepigrapha: Book of Enoch
         3. Dead Sea Scrolls: 1QS (Rule of the Community)
      vi. Week Three Readings:
         1. Apocrypha: Ecclesiasticus/The Wisdom of Jesus Son of Sirach
         2. Dead Sea Scrolls: CD (Damascus Document)

2) Research Paper:
   a. Students will write a research paper of at least 20 pages on a significant issue related to critical study of the Intertestamental Period.
   b. Students are free to choose a topic for the paper, but must clear the topic with the professor prior to commencing the research.
   c. A number of sources should be consulted for the paper including commentaries, monographs, journals, and other academic sources. Internet sources are not recommended unless they are a documented online journal.
   d. Students will use footnotes to cite sources in the paper and a bibliography listing the sources used is expected. More details on the paper will be given in class.
   e. The research paper must be submitted to Canvas by May 1st.

3) Presentation of Research
   a. In the final session, students will present an overview of their research outline in class.
   b. The duration of the presentation will vary depending on the number of students in the class, but students should be prepared to present between 10-15 minutes.
   c. Creativity in the presentation is encouraged, including the use of PowerPoint presentations or other media that will aid in the presentation process.
   d. Grading will concentrate on the quality of the material presented along with the presentation itself.
   e. An outline of the material being presented should be provided to all class members.
   f. There will be time given to questions and answers at the end of the presentation.
COURSE PROGRAM
The course program will concentrate on three main areas that will be covered in each of the three 2-2-2 sessions.

Concentration One
A Game of Thrones?: Politics and Power in Early Second Temple Judaism
The Persian Period (538-332 BCE)
The Hellenistic Period (332-63 BCE)
The Roman Period (63BCE-70CE)
Reading:
  Secondary Literature: Collins and Harlow, pages 1-150
  Primary Literature: Readings in Old Testament Apocrypha, Josephus, and Letter of Aristeas

Concentration Two
Apocrypha
Pseudepigrapha
Dead Sea Scrolls
Reading:
  Secondary Literature: Collins and Harlow, pages 151-321
  Primary Literature: Readings in the Old Testament Apocrypha, Old Testament Pseudepigrapha, and Dead Sea Scrolls

Concentration Three
Lords of the Law?: The Social Dynamics of the Intertestamental Period
Leaders
Temple
Synagogue
Worship
Secondary Literature: Collins and Harlow, 322-434
Primary Literature: Readings in the Old Testament Apocrypha, Dead Sea Scrolls, and Josephus

SUBMITTING ASSIGNMENTS
1) Students should submit all work via Canvas unless otherwise noted by the professor.
2) Students should write in the format discussed by the professor and use 12pt font with 1-inch margins.
3) All work must be submitted at or prior to the due time/date. Late work will be accepted with significant penalty regardless the reason. If a student will be late on an assignment she/he must let the professor and graduate assistant know in advance.

POLICIES
1) Disability accommodation: Students who require accommodations due to any documented physical, psychological, or learning disability should request assistance from the Academic Support Director.
2) The course instructor may alter assignments and dates as the need arises and always in the best interests of the student.
3) The class attendance policy is described in the student handbook.
4) Sleeping is an absence.
5) If students are going to be absent, they must alert the instructor beforehand (email, phone call).
6) Technology:
   a. The use of technology is confined to computers or tablets and should only be used for note taking and research related purposes (Bible programs, Logos, Bibleworks, Accordance, etc.).
b. Students are asked to refrain from using phones during the class. Students are asked to put their phones away before the beginning of class. If a student persists in using her or his phone, that student will be asked to leave the class and will be counted absent for the day.

**GRADES**

- Reading Assignments: 35%
- Research Paper: 50%
- Presentation: 15%

**TEXTBOOKS**


**NOTICE:** This course plan, as distributed electronically before class begins and/or hardcopy on the first day of class, overrides all earlier versions of the course plan for the same class. All terms and conditions stated in the course plan, including objectives, outline of contents, required texts, assignments, attendance policy, and grading scale, are subject to the instructor’s unilateral revision at any point before, during, or after the semester.

*The professor reserves the right to change the course requirements at any time and for anyone.*