

LIDLAW COLLEGE

Te Wananga Amorangi

146.715 Israel in the Time of Jesus Course Assessment and Delivery Outline

Campus/Delivery Mode: Distance Learning
Course writer: Jacqui Lloyd

Semester 1, 2015
NQF Level: 7, 15 credits

CONTENT OVERVIEW

- a. Introduction to first-century Israel/Palestine: its historical geography, the sources available for historical investigation, a brief survey of the Hellenistic and Hasmonaean periods, and the influence of Hellenism on the Jewish people.
- b. 'Love your enemies' – A history of Israel/Palestine from Herod the Great to the Jewish War including: Roman occupation, client kingship, and the Jewish War.
- c. 'Is it lawful?' – Jewish religious and political groups: Sanhedrin, synagogue, rabbis, Pharisees, Sadducees, Essenes, the Qumran community, and Baptist groups including the Jesus movement.
- d. 'These are my mother and brothers' – Galilean family and village life: population; housing; kinship, fictive kinship, marriage, divorce, and inheritance; the roles, work, and social status of men, women, and children; education and literacy; honour and shame.
- e. 'Good news to the poor' – Galilean agrarian economy: sources and methodology; towns and villages, farmers and fishers, debts and taxes, money and labour.
- f. 'A friend of tax collectors and sinners' – Galilean ethnicity and religion: Jews, Gentiles and Samaritans, relationship with Jerusalem, sin and forgiveness, sickness and healing, Sabbath keeping and purity regulations.
- g. 'Your kingdom come' – Social conflict: bandits, prophets, messiahs, and zealots.
- h. 'Destroy this temple' – Political religion: city, temple and king.
- i. 'Are you a king then?' – Social control: Jesus' crucifixion in context.
- j. 'I've seen the Lord' – The Resurrection: historical fact or elaborate fiction.
- k. 'My word shall not pass away' - The gospels as reliable sources for historical Jesus study

ASSESSMENT TASKS AND DUE DATES

Assessment tasks involve the following:

Online Discussion

<i>Learning outcomes</i>	3, 4, 5
<i>Due Dates</i>	Midnight Sunday at the end of weeks 1, 2, 4, 6, 8, 10, 12
<i>Percentage Weighting</i>	20%
<i>Length</i>	As specified below

Within six of the modules in this course you are asked to interact with what you have learned by posting a response of no more than 200 words to a question on the online discussion forum on Moodle. In addition to your initial posting, you will be required to make at least one further posting of at least 50 words, which interacts with what your online tutor and other students have said. The second posting for each assessment exercise must be within 7 calendar days of the due date for the initial posting. See the Learning Guide for further details.

Survey

<i>Learning outcomes</i>	1, 3
<i>Due Dates</i>	Midnight Sunday at the end of week 4
<i>Percentage Weighting</i>	35%
<i>Length</i>	No specified word limit

The student will complete one (1) of the following two surveys:

EITHER

Read through the gospels of Mark and John. Note carefully every reference to geographical locations (e.g. lakes and hillsides) and place names (e.g. towns and villages) mentioned in these two gospels and locate them on a map of first-century Israel/Palestine. Then construct your own map of first-century Israel/Palestine (either in 2D, 3D, or electronic format) and locate each of these places on your map, and briefly describe the gospel events which are said to have occurred there. Include details you think are important for shedding light on the events described e.g. location, topography, building features, population numbers, ethnicity, historical facts, etc. Where there is uncertainty about the location of a particular place, make a note of this.

OR

Using the historical sources available, construct a timeline of important historical events in Israel/Palestine from the time of Herod the Great's death in 6 BCE to the fall of Masada in 73 CE at the end of the Jewish War. Include a brief note about where these events took place. Also include approximate dates and locations for Jesus' birth, his baptism by John, his ministry in Galilee, and his crucifixion outside Jerusalem, and Paul's trial before the governor Felix.

Essay

<i>Learning outcomes</i>	1, 2, 3, 6
<i>Due Dates</i>	Midnight Sunday at the end of week 11
<i>Percentage Weighting</i>	45%
<i>Length</i>	2200 words

The student will complete one 2200 word essay from among the following topics. To do well in this assignment you must engage with primary sources as well as with current scholarly research.

Option 1

Describe the purposes, methods, and limitations of archaeology. Then critically assess the contribution archaeology has made to our understanding of Galilee in the first century CE. Provide one example of how archaeology may shed light on a location, place, or event described in the gospels.

Option 2

Scholarly opinion varies as to whether the majority of Galileans in the time of Jesus were Gentile or Jewish. This in turn has implications for how we understand Jesus, and whether he was influenced more by Judaism or Hellenism. Taking into account the primary sources available, and critically examining current scholarly debate, determine the ethnicity of the Galileans in the early half of the first century CE, and the implications this has for the historical Jesus.

Option 3

Scholarly opinion varies as to whether the majority of Galileans in the time of Jesus were falling into debt and penury, or whether client kingship under Roman rule led to increased prosperity in the towns and villages. Taking into account the primary sources available, and critically examining current scholarly debate and the varying methodological approaches to the question (including social scientific approaches), determine economic conditions in Galilee in the first half of the first century CE.

Option 4

Discuss the contribution Josephus' works make to our knowledge of Palestine in the first century, and our reading of the gospels. What perspectives and biases do we need to account for when reading Josephus?

GRADING CRITERIA

Online discussions

Before beginning your first online discussion, please see the grading grid (rubric) on the "online discussion grading guide and mid-semester feedback" for further details on how these criteria will be applied.

- a. Engagement with material
- b. Constructive engagement with others
- c. Structure and presentation
- d. Timeliness

Survey

- a. Breadth of treatment
- b. Accuracy of data
- c. Quality of creative presentation
- d. Grammar and spelling

Essay

- a. Depth of treatment
- b. Careful and critical use of primary sources and data
- c. Critical assessment of scholarly research and methodologies
- d. Skill in drawing out implications from the data
- e. Clarity of argument based on good supporting evidence
- f. Presentation, style, grammar and spelling

LEARNING HOURS

146.715 is a 15 credit course consisting of 150 learning hours. The assignment tasks and learning hours are as follows.

Task	Weight	Hours
Reading and reflection		60 hours
Online discussions	20%	15 hours
Survey	35%	30 hours
Essay	45%	45 hours

Although this guideline regarding learning hours is not intended to be applied rigidly, it should help ensure a balanced workload.

TEXTBOOKS

The compulsory texts for distance learning students are:

Hanson, K.C. and Douglas E. Oakman. *Palestine in the Time of Jesus: Social Structures and Social Conflicts. 2nd Edition.* Minneapolis: Fortress Press, 2008.

Hayes, John H. and Sara R. Mandell. *The Jewish People in Classical Antiquity: from Alexander to Bar Kochba.* Louisville, Ky.: Westminster John Knox Press, 1998.

Also highly recommended is:

Bailey, Kenneth E. *Jesus Through Middle Eastern Eyes: Cultural Studies in the Gospels.* Downers Grove, IL: IVP, 2008.

(We will refer to a number of readings in this book but due to copyright restrictions, cannot copy them all. Therefore you may wish to purchase a copy for yourself).

Feldman, Louis, H. and Meyer Reinhold. eds. *Jewish Life and Thought among Greeks and Romans: Primary Readings.* Minneapolis: Fortress Press, 1996.

(We will refer to a number of readings in this book but due to copyright restrictions, cannot copy them all. There are two hard copies available in the Dean Memorial Library, plus one ebook, but you may also wish to purchase a copy of this for yourself.)

All students will be provided with access to the Israel/Palestine in the Time of Jesus course area in Moodle. The resources available there are maintained by Jacqui Lloyd.

BIBLIOGRAPHY

Other recommended books:

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Brown, Michael. *The Real Kosher Jesus: Revealing the Mysteries of the Hidden Messiah.* Florida: Frontline, 2012.

Chancey, Mark A. *The Myth of a Gentile Galilee.* Cambridge: Cambridge University Press, 2002.

Charlesworth, James H. *The Historical Jesus: An Essential Guide.* Nashville: Abingdon Press, 2008.

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Dickson, John. *The Christ Files: How Historians Know What They Know about Jesus.* Sydney South: Blue Bottle Books, 2006.

Evans, Craig A. *Jesus and His World: The Archaeological Evidence.* Louisville: Westminster John Knox press, 2012.

Keener, Craig S. *The Historical Jesus of the Gospels.* Grand Rapids, MI: Eerdmans, 2009.

Lloyd, Jacqueline. "The Women Who Followed Jesus: Parts 1 & 2", *Stimulus* 20/2, 2013:4-12; and *Stimulus* 20/3, 2013: 24-31.

Meier, J.P. *A Marginal Jew: Rethinking the Historical Jesus*, Vols 1-4. New York: Doubleday, 1991-2001.

Reed, Jonathan, L. *Archaeology and the Galilean Jesus: A Re-examination of the Evidence*. Harrisburg, PA.: Trinity Press International, 2000.

Savage, Carl, E. *Biblical Bethsaida: An Archaeological Study of the First Century*. Lanham, Maryland: Lexington Books, 2011.

Schnabel, Erckhard, J. *Early Christian Mission: Vol. 1, Jesus and the Twelve*. Downers Grove, IL.: IVP, 2004.

Ancient Sources

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Bock, Darrell, L. and Gregory J. Herrick, eds. *Jesus in Context: Background Readings for Gospel Study*. Grand Rapids, MI.: Baker Academic, 2005.

Charlesworth, J.H. *The Old Testament Pseudepigrapha: Apocalyptic Literature and Testaments*. New York: Doubleday & Company, 1983.

Danby, Herbert, ed. & trans. *The Mishnah: Translated from the Hebrew with Introduction and Brief Explanatory Notes*. Oxford: Oxford University Press, 1980.

Horsley, G.H.R., and S.R. Llewellyn. eds. *New Documents Illustrating Early Christianity: A Review of the Greek Inscriptions and Papyri*, Vols 1-9. NSW: Ancient History Documentary Research Centre, Macquarie University, 1977-2002.

Josephus: The Complete Works, trans. William Whiston. Nashville, Tenn.: Thomas Nelson Publishers, 1998.

Martinez, Florentino G., and Eibert J.C. Tigchelaar. *The Dead Sea Scrolls: Study Edition*, Vols 1-2. Leiden: Brill, 2000.

Tacitus. *The Annals of Imperial Rome*, rev. ed., trans. Michael Grant. London: Penguin Books, 1996.

Tcherikover, Victor A. and Alexander Fuks. *Corpus Papyrorum Judaicarum*, Vols 1-2. Cambridge, MA.: Harvard University Press, 1957-60.

Vermes, Geza, trans. *The Complete Dead Sea Scrolls in English*. London: Penguin Books, 1998.

1 & 2 Maccabees, Ben Sirah (also known as Ecclesiasticus), and Judith. You will find these books in *The Jerusalem Bible*.

Modern Sources

- Arav, Rami and Richard A. Freund, eds. *Bethsaida: A City by the North Shore of The Sea of Galilee*, Vols. 1-4. Kirksville, Missouri: Truman State University Press, 1995-2009.
- Bailey, K.E. *Poet & Peasant and Through Peasant Eyes*. Grand Rapids, MI.: Eerdmans, 1983.
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