

LIDLAW COLLEGE

Te Wananga Amorangi

146.615 Israel in the Time of Jesus

Course Assessment and Delivery Outline

CDL/Bishopdale
Tutor: Marge Tefft

Semester 1, 2015
NQF Level: 6, 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; Galilee and 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 sources for historical Jesus study

ASSESSMENT TASKS AND DUE DATES

Assessment tasks involve the following:

Online Discussion

Learning outcomes 2, 3, 4

Due Dates Midnight Sunday at the end of weeks 1, 2, 4, 6, 8, 10, 12

Percentage Weighting 20%

Length 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

Learning outcomes	1, 2
Due Dates	Midnight Sunday at the end of week 4
Percentage Weighting	35%
Length	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 gospels and locate them on a map of first-century Israel/Palestine. Then construct your own map (either in 2D, 3D, or electronic format) and locate each of these places on your map. 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 details, 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 public ministry in Galilee, and his crucifixion outside Jerusalem, and Paul's trial before the governor Felix. Where there is uncertainty about the exact date of a particular event, make a note of this.

Essay

Learning outcomes	1, 2, 3, 5
Due Dates	Midnight Sunday at the end of week 11
Percentage Weighting	45%
Length	2000 words

The student will complete one 2000 word essay from among the following topics. To do well in this assignment you must work carefully and critically with the material relating to the first century context first, before considering its relevance to the gospels or Jesus' message. Each essay is slightly different but a general rule would be to devote 60% of the essay to discussing the first century context (i.e. the first part of your essay), and 40% to discussing either its relevance for the gospels or how Jesus should be understood in that context (i.e. the remainder of your essay). At this level it is important that you take note of primary sources and reference them accurately, as well as engaging with secondary sources.

Option 1

Describe the purposes, methods, and limitations of archaeology, and discuss its contribution to our understanding of Galilee in the first century CE. Provide one example of how archaeology may shed light on a location, practice, or event described in the gospels.

Option 2

Jesus taught his disciples to love their enemies (Luke 6.27-36). Discuss the significance of this message given its context in first-century Herodian Galilee.

Option 3

Discuss some of the similarities and differences between the Jesus movement and the Pharisees, Essenes, or Qumran community in the first century CE.

Option 4

How significant was it for women to follow Jesus (Luke 8.1-3; Mark 15.40-41) given their first century Jewish and Galilean context?

Option 5

Choose one of the following:

- a) Discuss the role of Herod Antipas in Galilee and the degree to which he was an effective ruler. How might this inform our understanding of Jesus' words in Matt 20.20-28, Mark 10.35-45, and Luke 22.24-27?

- b) Discuss the role of Pontius Pilate in Judaea and the degree to which he was an effective governor. How might this inform our understanding of Jesus' words in Matt 20.20-28, Mark 10.35-45, and Luke 22.24-27?

Option 6

Were the majority of Jewish Galileans prospering economically during the first quarter of the first century, or were they falling into indebtedness and penury? Discuss. How might this inform our understanding of Jesus' words in Luke 4.18a?

Option 7

Discuss the role of the temple in first century Israel/Palestine. How might this inform our understanding of Jesus' action in the temple (Mark 11.15-18; John 2.12-22)?

GRADING CRITERIA

Topic write-up and tutorial presentation/discussion

- 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. Careful use of sources
- b. Engagement with scholarly research
- c. Clarity of argument based on good supporting evidence
- d. Skill in drawing out implications from the data
- e. Presentation, style, grammar and spelling

LEARNING HOURS

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

Task	Weight	Hours
Tutorials, reading and reflection		60 hours
Online discussion	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 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 also wish to purchase a copy of this 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.

BIBLIOGRAPHY

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- 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-.

Bailey, K.E. *Poet & Peasant and Through Peasant Eyes*. Grand Rapids, MI.: Eerdmans, 1983.

Barnett, Paul W. *Jesus and the Logic of History*. New Testament Studies in Biblical Theology, 3, ed. D.A. Carson. Leicester: Apollos, 1997.

Bauckham, Richard. *Gospel Women: Studies of the Named Women in the Gospels*. Grand Rapids, MI.: Eerdmans, 2002.

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