

ACH 330 1 (33310) / CTI 375 (29440) / HIST 364G 3 (39105)
JS 364 4 (39410) / MEL 321 17 (41165) / MES 342 23 (40700) / RS 353D (42975)

Dead Sea Scrolls

Spring 2019

GENERAL INFORMATION

Meeting Times: MWF 1:00–2:00pm

Meeting Location: Patton Hall (RLP) 1.106

Instructor: Professor Jonathan Kaplan

Course Description:

For almost seventy years, the discovery of the Dead Sea Scrolls has influenced significantly our understanding of Second Temple Judaism, the formation of the Bible, and the origins of the religious movements of Christianity and Rabbinic Judaism. This course presents an in-depth study of the Dead Sea Scrolls in order to understand better the development of law, interpretation, ritual, messianism, apocalypticism, and prayer in the late Second Temple period. This course will include discussion of the archaeology of the Qumran community, textual production and transmission in antiquity, scribal practices in antiquity, and pseudonymous authorship.

Prerequisites:

None

Global Cultures Flag:

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Learning Goals:

After completing this course successfully, students should be able to:

- Outline the development of Jewish history between the third century B.C.E. and the second century C.E.
- Give an overview of the types of literature found among the Dead Sea Scrolls.
- Describe the history of the group associated with the Dead Sea Scrolls.
- Situate the practices and ideas described in the Dead Sea Scrolls in the landscape of Second Temple Judaism.
- Articulate at least three ways that the discovery of the Dead Sea Scrolls has contributed to our understanding of the development of the Bible and interpretive practices in antiquity.

Course Websites:

In this class I use Canvas – a Web-based course management system with password-protected access at <http://canvas.utexas.edu> – to distribute course materials, to communicate and collaborate online, etc. You can find support in using Canvas at the ITS Help Desk at (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Grading Policy:

Grading in this course will be administered according to university policies, including the assignment of + and – grades. Your final grade in this course will be based upon successful completion of the following course requirements, weighted as listed in determining the final course grade:

- (1) Class attendance and participation – 10%
- (2) Quality of mid-term test – 20%
- (3) Quality of two 3–4 page papers – 40%
- (4) Quality of final examination – 30%

Grading Scheme:

Total %	Letter Grade	Total %	Letter Grade
94–100	A	72–75.9	C
90–93.9	A-	69–71.9	C-
87–89.9	B+	66–68.9	D+
84–86.9	B	63–65.9	D
80–83.9	B-	60–62.9	D-
76–79.9	C+	< 60	F

Major Course Requirements and Assignments:

- (1) Participation counts for ten percent of the course grade, and one cannot participate if he or she is not in class. That being said, I understand that students sometimes miss class. More than two unexcused absences will result in a lowering of a student's participation grade. If you are going to be absent from class, please contact the teaching assistant as soon as feasible and provide any documentation for an excused absence. If there is a personal or medical reason for multiple absences, please alert me. I understand that students may be hesitant to speak in class for a variety of reasons. If students have any concerns about class participation and would like to meet with me to discuss alternative ways to participate and/or strategies to improve class participation, please do not hesitate to contact me.
- (2) Mid-term test – The format of this test will consist of identifications (terms and passages), a map section, and short essays. This test will be given on Wednesday, March 13 during class.
- (3) Two 3–4 page papers – These papers will involve close readings of a primary source chosen from the assignments listed on the syllabus and discussed in class. Specific instructions will be passed out in-class. Papers will be due on the following dates during the semester: Monday, February 25 and Monday, May 6.
- (4) Cumulative three-hour final exam – Requested with the registrar's office. I will let you know as soon as I know. It will likely be held on Wednesday, May 15, 2:00–5:00pm.

"House Style":

All written assignments for this class are to be formatted according to the following house style:

- Font: Arial, 11pt
- Margins: 1 inch
- Page Size: 8.5" x 11"
- Line Spacing: Double
- Page numbers: wherever you prefer in either the header or the footer.

Ten-percent of the assignment's grade will be automatically deducted from submitted papers that are not formatted according to these style requirements.

Use of Technology in Class:

Students are permitted to use laptop computers or similar mobile computing devices (including cell phones, etc.) during class sessions for specific course-related activities **only**. The instructor and teaching assistants will inform students about when the use of electronic devices is permitted during class. At all other times, laptop computers, cell phones, and mobile computing devices must be put away.

Required Books:

- Davies, Philip R., George J. Brooke, and Phillip R. Callaway. *The Complete World of the Dead Sea Scrolls*. Revised Edition. New York: Thames and Hudson, 2002. **ABBREVIATED AS DBC IN COURSE SCHEDULE**
- Vermes, Geza, trans.. *The Complete Dead Sea Scrolls in English*, Revised Edition. London: Penguin, 2011. **ABBREVIATED AS VERMES IN COURSE SCHEDULE**
- Bible (any **modern** – not King James – translation is ok). Students are welcome to purchase Coogan, Michael D. et al., eds. *The New Oxford Annotated Bible with the Apocrypha, Augmented Fourth Edition, New Revised Standard Version, College Edition*. New York: Oxford University Press, 2010. This edition is available for purchase at the Co-Op.
- Selected readings available through Canvas.

Students are required to bring a **print copy** of Vermes and/or the Bible to class on days on which we will be discussing selections from these works. Reading texts on a smartphone or other such small-screen device is not an acceptable way to engage ancient texts for the purposes of this class. DBC and Vermes are on reserve at the Perry-Castañeda Library.

- Instapoll is a web-based classroom response application in Canvas that your instructor will be using during your course for in-class Q&A. Use any Wi-Fi capable device (connect to classroom Wi-Fi network preferably) and connect through Canvas via your web browser (**Google Chrome** is the preferred browser) or through the Canvas app.

Websites of Interest:

- Leon Levy DSS Project – <http://www.deadseascrolls.org.il/>
- Virtual Qumran – <http://virtualqumran.blogspot.com/>
- Qumran Caves – <http://www.bibleplaces.com/qumrancaves.htm>
- Khirbet Qumran – <http://www.bibleplaces.com/qumran.htm>

CLASS SESSIONS AND COURSE SCHEDULE

Ground Rules for Participation in Discussion:

This course is a critical introduction to the Dead Sea Scrolls. It is important to emphasize that the course does not expect students to have a particular religious perspective. Students who have such a perspective are encouraged to bring their own experiences into the classroom while respecting the opinions (and individuals) that may challenge those views. As such, I ask that during class discussions you (1) listen carefully and respectfully to the viewpoints of your classmates; (2) make sure you understand the position offered by your classmate (asking clarification questions if necessary) before responding; and (3) offer your contributions to the conversation respectfully and in the interests of advancing critical, academic discussion.

Course Outline (subject to change):

Note: Assigned readings must be completed **before** the date on which they are to be discussed in class! Do not SKIM the readings from ancient texts (i.e., selections from Josephus, the Bible, or the Dead Sea Scrolls). They must be read S-L-O-W-L-Y, or else you will not understand them or be able to articulate what you do not understand about them.

UNIT 1 – INTRODUCTION

1. Wednesday, January 23 – Course Introduction; Decoding the Code or What is 4QXYZb?

2. Friday, January 25 – The Discovery of the Dead Sea Scrolls and their Publication

- Course Syllabus – read and come to class prepared to discuss.
- DBC, 6–9, 16–27.

Optional

- Vermes, 1–10

UNIT 2 – HISTORY AND ARCHAEOLOGY

3. Monday, January 28 – A Brief Historical Survey of Judaea in the Greco-Roman Period, 1

- DBC, 10, 38–41
- Jodi Magness, *The Archaeology of the Holy Land: From the Destruction of Solomon's Temple to the Muslim Conquest* (Cambridge, 2012), 63–68, 92–97.

4. Wednesday, January 30 – A Brief Historical Survey of Judaea in the Greco-Roman Period, 2

- DBC, 41–44
- Vermes, xix–xxi
- Magness, *Archaeology*, 133–140, 256–260

5. Friday, February 1 – Paper Assignment 1 Distributed; Archaeology of Qumran, 1: The Site

- DBC, 168–179, 181–185
- Magness, *Archaeology*, 111–120

6. Monday, February 4 – An Example Paper; Archaeology of Qumran, 2: The Cemeteries

- DBC, 179–181
- Magness, *Archaeology*, 121–122, 230–245

7. Wednesday, February 6 – Thesis Workshop 1; Deciphering and Dating the Scrolls

- DBC, 66–77
- Vermes, 12–14

UNIT 3 – THE SECTARIAN DOCUMENTS

8. Friday, February 8 – The *Pesharim*

- DBC, 96–99
- Vermes, 504–516, 519–523

9. Monday, February 11 – The Halachic Letter (Some Precepts of the Torah or 4QMMT)

- DBC, 136–139
- Vermes, 221–229

10. Wednesday, February 13 – Thesis Workshop 2; The Damascus Document (Zadokite Fragments), Part 1

- DBC, 18–21, 149–150
- Vermes, 127–138

11. Friday, February 15 – Outline Workshop; The Damascus Document (Zadokite Fragments), Part 2

- Vermes, 138–145

12. Monday, February 18 – Rule of the Community (Manual of Discipline)

- DBC, 82, 85–89
- Vermes, 97–117

13. Wednesday, February 20 – The Temple Scroll

- DBC 154–160
- 11QT – Vermes, 191–201 (through end of column XXIX), 213 (col. LVI)–216 (col. LIX)

UNIT 4 – THE IDENTITY AND HISTORY OF THE SECT

14. Friday, February 22 – Who Wrote the Scrolls, 1: The Essene Hypothesis

- DBC, 54–63, 204–5
- Shaye J. D. Cohen, *From the Maccabees to the Mishnah, Third Edition* (Louisville, Ky.: WJKP, 2014), 123–135.

15. Monday, February 25 – **PAPER # 1 Due; Who Wrote the Scrolls, 2: Other Hypotheses**

- DBC, 188–191, 205

16. Wednesday, February 27 – The History of the “Qumran Community”

- Vermes, 54–66

UNIT 5 – THE “CANON” AND AUTHORITATIVE WRITINGS

17. Friday, March 1 – Terms: Bible, Scripture, Canon, Authority

- Shaye J. D. Cohen, *From the Maccabees to the Mishnah, Third Edition* (Louisville, Ky.: WJKP, 2014), 173–181.

18. Monday, March 4 – “Biblical” Manuscripts, Authoritative Writings, and Dead Sea Scrolls

- DBC, 68–73, 164–165
- Vermes, 228–229

19. Wednesday, March 6 – “Parabiblical” Works Among the Dead Sea Scrolls

- Jubilees 1–2 (provided on Canvas)
- Deuteronomy 4:44–5:5
- DBC, 102–105
- Vermes, 539–540

20. Friday, March 8 – The Dead Sea Scrolls and the History of the Biblical Text

- James C. VanderKam, *The Dead Sea Scrolls Today* (Second Edition; Grand Rapids: Eerdmans, 2010), 157–171

21. Monday, March 11 – Review

22. Wednesday, March 13 – Midterm Examination

23. Friday, March 15 – Movie – *Secrets of the Dead Sea Scrolls*

MARCH 18, 20, 22 – SPRING BREAK

UNIT 6 – VARIETIES OF INTERPRETATION AMONG THE DEAD SEA SCROLLS

24. Monday, March 25 – Varieties of Interpretation Among the Dead Sea Scrolls

- James L. Kugel, *How to Read the Bible: A Guide to Scripture, Then and Now* (New York: Free Press, 2007), 8–17.

25. Wednesday, March 27 – Jack Weinbender – “Rewritten Scripture” Among the Dead Sea Scrolls

- Genesis 12:9–20; 20:1–18
- GenApoc col. 19, 20 (Vermes, 485–487)
- Sidnie White Crawford, *Rewriting Scripture in Second Temple Times* (Grand Rapids, Mich.: Eerdmans, 2008), 1–15.

26. Friday, March 29 – Biblical Commentaries

- Targum to Job (Vermes, 463–470)
- Peshar Habakkuk (Vermes, 509–516)
- Florilegium (Vermes, 525–526)
- DBC, 97–98, 118–119, 129

27. Monday, April 1 – Patriarchal Pseudepigrapha

- Genesis 49
- Testaments (Vermes, 557–564)

UNIT 7 – THOUGHT AND PRACTICE IN THE DEAD SEA SCROLLS

28. Wednesday, April 3 – The Fall of Heavenly Beings

- Genesis 5:21–6:4
- DBC, 126–127
- Annette Yoshiko Reed, “Fallen Angels” *The Eerdmans Dictionary of Early Judaism* (ed. John J. Collins and Daniel C. Harlow; Grand Rapids, Mich.: Eerdmans, 2010), 628–630.
- The Book of the Watchers (1 Enoch 1–16), in George W. E. Nickelsburg & James C. VanderKam, *1 Enoch: A New Translation*, pp. 19–38, 120–124.

29. Friday, April 5 – Determinism

- Josephus, *Jewish Antiquities* 13.169–172
- Josephus, *Jewish War* 18.18
- 1QS 3–4 (Vermes, 101 [middle of the page “The Master”]–103)

30. Monday, April 8 – Eschatology, Apocalypticism, and The War Scroll

- DBC, 92–93, 106–107, 162–163

- 11Q13 “Melchizedek, The New Jerusalem” (Vermes, 532–534)
- The War Scrolls (Vermes, 163–185)

31. Wednesday, April 10 – Messianism

- DBC, 89–90
- 1QS 1–2, 9 (just Vermes, 98–100, 111)
- 1QSa (just Vermes, 159–162)
- 4Q246 “An Aramaic Apocalypse” (Vermes, 617–618)
- 4Q521 “Messianic Apocalypse” (Vermes, 412–413)
- 4Q285 “Pierced Messiah” (Vermes, 188–190)

32. Friday, April 12 – Halachah, A Case Study

- 4QMMT Composite Section B (Vermes, 223–228)
- Hannah K. Harrington, “The Halakah and Religion of Qumran,” in *Religion in the Dead Sea Scrolls* (eds. John J. Collins and Robert A. Kugler; Studies in the Dead Sea Scrolls and Related Literature; Grand Rapids, Mich.: Eerdmans, 2000), 74–89.

33. Monday, April 15 – Women and Children

- Leviticus 19:1–2, 19–20; 21:6–7
- 1QSa (just Vermes, 160)
- Damascus Document 4:20–21 (Vermes, 132); 5:6–10 (Vermes, 133)
- 4QMMT B.73–82 (Vermes, 227)
- 11QT 57:15–19 (just Vermes, 214 – middle)
- Tal Ilan, “Women in Qumran and the Dead Sea Scrolls,” *OHDSS* 123–147.

34. Wednesday, April 17 – Documentary Texts

- DBC, 151, 186–187

UNIT 8 – VARIETIES OF LITERATURE IN THE DEAD SEA SCROLLS

35. Friday, April 19 – Calendars

- DBC, 133–135
- 4QMMT Composite Text Section A (Vermes, 222–223)
- 4Q320 – Mishmarot A (Vermes, 348–352)
- 4Q326 – Calendrical Document C (Vermes, 363)
- 4Q319/Otot – Calendric Signs (Vermes, 365–369)

36. Monday, April 22 – The Copper Scroll

- DBC, 108–113
- 3Q15 – The Copper Scroll (Vermes, 625–631)

37. Wednesday, April 24– Liturgical Texts

- DBC, 144–149
- Esther Chazon, “Psalms, Hymns, and Prayers,” *Ency. of the DSS*, 710–715.
- Carol A. Newsom, “Songs of the Sabbath Sacrifice,” *Ency. of the DSS*, 887–889.
- 4QShirShab – Songs of the Sabbath Sacrifice (Vermes, 329–339)
- 4Q512 – Purification Ritual A (Vermes, 397)
- 4Q414 – Purification Ritual B (Vermes, 398)

38. Friday, April 26 – Movie – *The Dead Sea Scrolls: A Common Heritage*

39. Monday, April 29 – Wisdom Texts

- DBC, 140–143
- Proverbs 7:1–5
- 4Q184 – The Seductress (Vermes, 417–418)
- 4Q185 – Exhortation to Seek Wisdom (Vermes, 419–421)
- 4QInstruction (Vermes 425–438)

UNIT 9 – THE LEGACY OF THE DEAD SEA SCROLLS

40. Wednesday, May 1 – Poetic Texts

- DBC, 94–95
- 1QH – Thanksgiving Hymns (Vermes, 249–268)

41. Friday, May 3 – Qumran, John the Baptist, and Jesus

- Matthew 5:3–11
- 4Q525 “Beatitudes” (Vermes, 455–457)

42. Monday, May 6 – **PAPER # 2 Due; The Dead Sea Scrolls and Early Christianity**

- Mark 10:2–10
- Damascus Document 4.20–21 (Vermes, 132)
- Hebrew 1:5
- 4Q174 (Vermes, 526)
- Acts 2:44–45
- 1QS 6.4–66 (Vermes, 106)
- Matthew 26:26–29
- 1 Corinthians 11:27–30
- 1QSa 2:11–22
- DBC, 194–203

43. Wednesday, May 8 – The Dead Sea Scrolls and Rabbinic Judaism

- DBC, 136–137 (Poured Liquids)
- Aharon Shemesh, “Halakhah Between the Dead Sea Scrolls and Rabbinic Literature,” *OHDSS* 595–616.

44. Friday, May 10 – The Legacy of Qumran

COURSE POLICIES

Use of Class Materials:

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. Such violations include, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

University Policy on Religious Holidays:

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible (at least **fourteen days** in advance), so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Extension Policy:

Extensions on papers and exams will only be granted for documented, exigent circumstances.

Late Assignment Policy:

Assignments turned in after their deadline will be accepted but with a reduction in grade on the assignment equal to one-third of a letter grade per day (or portion of a day that an assignment is late). For instance, if an assignment is due at 1 p.m. on a Friday and a student turns the assignment in the following Monday at 9 a.m., the assignment will be considered three days late, and its grade will be reduced by one full letter grade.

Accessible Education:

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. You will need to provide documentation to the Dean of Student's Office so that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities (SSB 4.104, 512-471-6259). Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (512-471-6259 voice or 512-471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Policy on Scholastic Dishonesty:

"The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward

peers and community” (University Honor Code). “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity” (New Student Honor Code). Students who violate University rules on scholastic dishonesty of plagiarism are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site:

<http://deanofstudents.utexas.edu/sjs>.

E-mail and this Course:

Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible for keeping the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. University policy suggests that students should check e-mail at a minimum of twice per week. You can find UT Austin’s policies and instructions for updating your e-mail address at

www.utexas.edu/its/policies/emailnotify.php.

Drop Dates:

Please consult the registrar’s website for important information on drop dates.

Resources for Life and Learning at UT Austin:

The University of Texas has numerous resources for students to provide assistance and support for your learning. They include:

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>