

**SCRIPTURE AND TRADITION 108: THE IMPACT OF THE DEAD SEA SCROLLS
WINTER 2001**

Instructor: Catherine Murphy
Office: Bannan 351
Office hours: MW 4:15–5:15 p.m. and by appointment
Phone: (408) 551-1909

SCTR 108.12421
 Bannan 236
 MW 2:15-4:00 p.m.
E-mail: cmurphy@scu.edu

Required Texts:

- Florentino García Martínez, *The Dead Sea Scrolls Translated: The Qumran Texts in English*, 2d ed. (trans. Wilfred G. E. Watson; Leiden/Grand Rapids, Michigan: Brill/Wm. B. Eerdmans, 1996; Spanish original; ISBN 0802841937) [S\$30.00 P]
- Martin Abegg, Jr., Peter Flint and Eugene Ulrich, *The Dead Sea Scrolls Bible* (San Francisco: HarperSanFrancisco, 1999; ISBN 0-06-060063-2) [S\$39.95 C]
- James C. VanderKam, *The Dead Sea Scrolls Today* (Grand Rapids, Michigan: Wm. B. Eerdmans, 1994; ISBN 0-281-04774-X) [S\$16.00 P]
- Lawrence H. Schiffman, *Reclaiming the Dead Sea Scrolls: The History of Judaism, The Background of Christianity, and the Lost Library of Qumran* (New York: Doubleday, 1995; ISBN 0385481217) [S\$24.95 P]
- Occasional articles online at course ERes site [no charge]

Course Description and Objectives

The Dead Sea Scrolls, a cache of over 800 manuscripts dating from 250 B.C.E. to 68 C.E., were discovered in caves along the Dead Sea in 1947–1956. They represent one of the greatest manuscript finds of the twentieth century. How we approach the cache in this course will be determined by the students. Possible questions we might address include the following: How do the manuscripts challenge our views of early Judaism and Christianity? How do you reconstruct a community from literary and archaeological remains? How did/does the political situation in Israel impact the discovery and discussion of the scrolls? How do contemporary religious beliefs bias readings of the scrolls? This is not a class about conclusions, but about evidence and open questions; it is less about answers than about the process of reaching them.

The Religious Studies and Core Requirements

The Religious Studies Department at Santa Clara University offers courses in three major areas: 1) Scripture and Tradition, 2) Theology, Ethics and Spirituality, and 3) Religion and Society. This course is in **Area 1, Scripture and Tradition**, which means that it focuses on sacred texts and the interpretation of them. Accordingly, we are focusing in this course on the scriptures of a Jewish apocalyptic group and the challenges these scriptures pose to contemporary understandings of the Bible, Judaism and Christianity.

If the area governs content, the **advanced level** of the course governs our approach. At the advanced level, the goal is critical engagement with current, open-ended issues in religion. The first step of that critical engagement is that you, as students, will decide which questions are the most engaging. You will determine the more comprehensive topics of the syllabus, as well as the narrower topics for your focus group and for your research paper. Questions we might address include the following: What is the relationship between ancient texts and contemporary beliefs? Do the scrolls undermine Jewish or Christian beliefs? How do contemporary faith stances influence and shape the interpretation of these ancient artifacts? What role do the scrolls and the reconstruction of their origins play in the self-understanding of contemporary Israel? Judaism? Christianity?

This advanced-level course is part of the **University core**, whose theme at this level is “Leadership.” This course will enhance your leadership by offering you the opportunity to design the syllabus around your questions, and by helping you to develop competence in understanding how beliefs shape choices, both in the past and today.

Course Requirements

Attendance & Class Participation

You are expected to be present and on time to class. Should illness or circumstance necessitate absence, please notify the professor in advance of or soon after the class. Notice renders the absence excused; lack of notice constitutes an unexcused absence. After the first excused absence, and for all unexcused absences, your class participation grade will be affected. At two or more unexcused absences (10% of the course) your entire grade for the course drops the full percentage of class time you have missed. Five unexcused absences (25% of course) will result in a failing grade. Daily roll will be taken. 5% of grade.

Class participation is a critical part of any advanced course, especially one that falls under the Leadership theme of the University Core. Classes will typically include an “engagement” period, in which the entire class, including the professor, will interact with the texts assigned for the day. This frequently will include an exercise with the primary texts, after which we will break out into small groups to brainstorm the implications of the evidence. While each class will include some lecture, there will be ample time for your informed oral questions and remarks, and these too will factor into class participation. In addition, when other groups are making presentations, you may be asked to identify their major points and questions when they have completed their presentation. 20% of grade.

Critical Inquiry

Focus Group Presentation

Working with 1-2 other people, you will be responsible to generate a 30-minute in-class presentation in which you introduce an example of the impact of the Dead Sea Scrolls. You will need to do some research outside of the assigned texts, and suggestions for relevant materials will be provided. You will provide the class with a handout outlining your presentation. In your remarks, you will introduce the issue you have chosen, present various perspectives on it, and indicate clearly what makes the issue provocative for contemporary Jews and or Christians. You will create two discussion questions for the class, post these questions one full day in advance of your presentation on the course ERes Bulletin Board, and facilitate a discussion of them to conclude your presentation. You should also be prepared to field questions. 10% of grade total.

Position Paper

You will write one position paper during the quarter on a topic other than the one your focus group chose and different from your research topic. This paper will stake out a position on a significant Scrolls question. In it, you will lay out the issue, argue for your position, argue against other positions, and indicate why the issue is significant. 5 pages/10 points, 10% of grade total.

Research Paper

Each student will prepare a research paper on the Dead Sea Scrolls. This paper will be due in the stages listed below. The final paper will be submitted with all prior stages in a folder. 10-12 pages, 25% of grade total.

Topic statement and sources	3rd week	Wednesday, 1/24
Outline	6th week	Monday, 2/12
Draft of entire paper	7th week	Friday, 2/23
Final paper	9th week	Friday, 3/9

Examinations

Two exams are scheduled. Each exam is cumulative of material covered up to that point in the course. Midterm exam 1 hour (10%), final exam 2–3 hours (20%). 30% of grade.

Extra Credit

Extra credit opportunities are listed on the syllabus, and others will be posted online at “Assignments” periodically throughout the quarter. To receive extra credit, attend the event and write a 2-3 page summary and evaluation. Directions can be found online at “Assignments.” 3% of grade max.

Grading

Grade Philosophy

Your level of engagement in a course determines your success in that course. That does not mean that a lot of effort will earn you an “A”; it does mean that a lot of effort will enable you to exceed yourself in several measures of performance beyond grades, such as self-discipline, note-taking, coherent writing, oral confidence, initiative, creativity, and group leadership.

A letter grade can only measure the final product you create, and that against the output of your classmates. It is a very limited “return” on your investment in the class. In this class, therefore, you’ll receive comments on and written evaluation of your individual performance on specific assignments in addition to a letter grade. This is intended to provide feedback for you as a learner, to identify areas of success and suggestions for improvement.

Grade Breakdown

Class Participation (verbal participation 20%, attendance 5%)	25%
Focus Group Presentation	10%
Position Paper	10%
Research Paper	25%
Midterm Exam	10%
Final Exam	20%

Grade Scale

93.5–100	A	86.7–89.9	B+	76.7–79.9	C+	66.7–69.9	D+
90.0–93.4	A-	83.3–86.6	B	73.3–76.6	C	63.3–66.6	D
		80.0–83.2	B-	70.0–73.2	C-	60.0–63.2	D-

Academic Integrity

You are expected to collaborate to share ideas, resources, and questions, particularly for group work and in the initial discussion of ideas for papers. This sharing becomes cheating or plagiarism when you present as your own work the insights or work of another. The final form of papers is expected to be original to you. That does not mean that every idea and insight you write about will be your own. What it does mean is that your assignments should be guided by your insights and, when you do rely on an authority other than yourself, you note that reliance through standard footnotes and bibliography (see the online Writing Guidelines). If you are caught cheating or plagiarizing on a required assignment, you will receive an “F” on the assignment and in the course, and the matter will be forwarded for further action to the Office of Student Leadership and Integrity.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
UNIT 1. OVERVIEW			
1	1/8		INTRODUCTIONS; THE BIBLE AND SECOND TEMPLE JUDAISM BEFORE THE DISCOVERY
	1/10	[59]	THE DISCOVERY AND DISSEMINATION OF THE DEAD SEA SCROLLS <u>Secondary Readings:</u> VanderKam 1-15; Schiffman 1-31 <u>Primary Reading:</u> Rule of the Community (1QS, DSST 3-19), Rule of the Congregation (1QSa, DSST 126-8), Rule of Blessings (1QSb, DSST 432-3)
2	1/15		<i>Holiday: Martin Luther King, Jr.</i>
UNIT 2. ARCHAEOLOGY & THE SCROLLS			
	1/17	[30]	THE ARCHAEOLOGICAL SITE <u>Primary:</u> Schiffman 41 <u>Secondary:</u> Magness (ERes) Choose Focus Groups Library Sessions: Tools for Religious Studies Research, 4:15–5:15 p.m., Library Classroom in SE corner of Reference Room

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
3	1/22	[18]	DAILY LIFE IN THE COMMUNITY ON THE BASIS OF THE EVIDENCE <u>Secondary:</u> Broshi (ERes)
	1/24	[30]	SADDUCEES, PHARISEES & ESSENES <u>Primary:</u> Josephus, <i>War</i> 2.119-66 <u>Secondary:</u> Schiffman 63-81 (Review 83-95) Indicate Position Paper and Focus Group Topics Research Paper Topic and Sources due at the beginning of class
UNIT 3. THE DEAD SEA SCROLLS TEXTS			
4	1/29	[46]	AN OVERVIEW OF THE TEXTS <u>Secondary:</u> VanderKam 29-70; <i>DSSB</i> "Introduction," xiv-xvii; <i>DSST</i> 2, 76, 94, 142, 218, 302, 406, 444, 460
	1/31	[71]	WHERE DID THE SCROLLS COME FROM? <u>Secondary:</u> VanderKam 71-108; Schiffman 83-96; Golb (ERes) Position Paper Due
5	2/5	[18]	THE RECONSTRUCTION OF MANUSCRIPTS <u>Secondary:</u> Steudel (ERes)
	2/7	[76]	A SECTARIAN COMMUNITY: SPECIAL RULES OF THE GROUP <u>Primary:</u> Rule of the Community (1QS); Damascus Document (CD-A + 4QD ^a); Halakhic Letter (4QMMT); Purification Rules (4QTohorot A; <i>DSST</i> 3-19, 33-44, 47-8, 77-9, 88-9) <u>Secondary:</u> Schiffman 245-87
6	2/12	[45]	AN ANGELIC GROUP: ANGELIC LITURGIES AND ASTROLOGICAL TEXTS <u>Primary:</u> Songs of the Sabbath Sacrifice (4QShirShab ^d); 4QCalendrical Document B ^a ; 4QHoroscopes (<i>DSST</i> 421-4, 454-6) <u>Secondary:</u> Schiffman 289-312, 351-66 Research Paper Outline due at the beginning of class
	2/14		MIDTERM EXAM
7	2/19		<i>Holiday: Presidents' Day</i>
UNIT 5. APOCALYPTICISM IN THE SCROLLS			
	2/21	[71]	THE END OF DAYS: APOCALYPTICISM AT QUMRAN <u>Secondary:</u> VanderKam 108-119; Schiffman 97-157
	2/23		First Draft of Research Paper due by 5:00 p.m. in my office (Bannan 351) or in my mailbox in Bannan 344
8	2/26	[25]	MESSIAHS OF QUMRAN <u>Secondary:</u> Collins (ERes)

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
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UNIT 5. THE DSS AND THE BIBLE

	2/28	[44]	THE DIFFERENT BIBLE(S) AT QUMRAN <u>Primary:</u> 1 Sam 10-11 (DSSB 213-15, 223-5); Jer 10 (DSSB 382-4, 388-9) <u>Secondary:</u> VanderKam 121-30, 134-41, DSSB vii-xxii
9	3/5	[50]	APOCALYPTIC PROPHECY: HOW THE PROPHETS WERE READ AT QUMRAN <u>Primary:</u> Isaiah 16; 19; 23; 34; 40 (DSSB 267-71, 294-5, 297-9, 303-304, 321-3; 332-4; 4QFlorilegium and 4QTestimonia (DSST 137-8) <u>Secondary:</u> Schiffman 211-41
	3/7	[50]	THE CANON OF SCRIPTURE: SHOULD IT CHANGE? <u>Primary:</u> Jubilees, 1 Enoch; Epistle of Jeremiah, (DSSB 196-8; 480-81, 628-31), Reworked Pentateuch (4QRP ^{b,c}) and Non-Canonical Psalms B (4Q381; DSST 222-4, 312-16) <u>Secondary:</u> Ulrich (ERes)
	3/9		Research Paper due by 5:00 p.m. in my office (Bannan 351) or in my mailbox in Bannan 344
10	3/12	[62]	THE DEAD SEA BIBLE BELT: HOW THE GROUP REWROTE SCRIPTURE <u>Primary:</u> Temple Scroll (11QT) ; Peshet of Habakkuk (1QpHab; DSST 154-79; 197-202) <u>Secondary:</u> Schiffman 317-50

EPILOGUE. THE SCROLLS, JUDAISM AND CHRISTIANITY

	3/14	[40]	WHAT IS JUDAISM? AND WHAT IS UNIQUE ABOUT CHRISTIANITY? <u>Secondary:</u> VanderKam 159-85; Schiffman 395-409
	3/20		FINAL EXAM, Tuesday, March 20, 1:30 p.m.–4:30 p.m.

Name

Group (don't fill in)

The professor will be the only person to see this form. Your answers will be used to help identify academic strengths and to work on areas you identify as weaknesses.

1. What are your primary academic interests (this can be your major or minor, but it does not have to be limited by those)?

2. What have been two of your favorite classes at SCU? Why did they stand out?

3. How do you prefer to learn? What styles are most effective for you (e.g., lecture, hands on exercises, audio-visual reinforcement, small-group work, independent research)?

4. What are your goals for this class (skills you would like to improve, competencies you would like to develop, etc.)?

5. Have you ever taken college-level courses in literary criticism or the scriptures of a world religion? If so, please name them and put down your year (frosh, soph, etc.) when you took them.

6. A course like this approaches the topic of reconstructing the past through all available resources: texts, archaeology, ancient testimony, sociological description. Please indicate which of these avenues interests you the most by ranking each (4 = most interesting, 1 = least interesting). If several of these are equally interesting to you, you can assign them the same number.

Texts (biblical, legal, economic, poetic, etc.)	_____
Archaeology	_____
Ancient testimony (historians outside the community who commented on it)	_____
Sociological description (family dynamics, gender relations, group formation)	_____

Other _____

Possible Topics for Course

Please indicate, on the scale to the right of each question, how interested you would be in learning about and discussing this topic (4 = most interested, 1 = least interested). You can circle any number multiple times. You will turn this sheet in.

	Most Interested		Least Interested	
1. What works were found among the Dead Sea Scrolls?	4	3	2	1
2. What was our view of the Bible before the DeadSea Scrolls were discovered? Has it changed?	4	3	2	1
3. What were the controversies over delayed publication of the scrolls all about?	4	3	2	1
4. How did the creation of State of Israel impact the discovery and publication of the Dead Sea Scrolls (both happened in 1947–1948)?	4	3	2	1
5. What was our view of the origins of Christianity before the Dead Sea Scrolls were discovered? Has it changed?	4	3	2	1
6. How are fragmentary scrolls reconstructed with any degree of confidence?	4	3	2	1
7. What was found at the archaeological site?	4	3	2	1
8. Does the archaeological evidence correspond to the picture of the community in the scrolls?	4	3	2	1
9. How do Jewish and Christian biases today affect our interpretation of the scrolls?	4	3	2	1
10. What was daily life like for the group that lived at Qumran? How would we even begin to reconstruct it?	4	3	2	1
11. What was our view of the early Judaism before the Dead Sea Scrolls were discovered? Has it changed?	4	3	2	1
12. How did the community govern itself? What did it think it was doing in setting up an alternative society?	4	3	2	1
13. How did this group interpret Jewish scriptures? Did all groups in Judaism agree on a Bible and how to read it?	4	3	2	1
14. This was an apocalyptic group, so what was their view of the end of time?	4	3	2	1
15. Where did the scrolls in all those caves <i>come</i> from?	4	3	2	1
16. Was the Qumran community all men? Is there any evidence of women?	4	3	2	1
17. What was the group’s view of the messiah(s)? What was their view of God?				
18. How did the group conduct their liturgies?	4	3	2	1
19. What was their view of angels? demons? Satan/Belial?	4	3	2	1
20. Was this community like the early Christians in any way?	4	3	2	1

Your questions?