1. Purpose of Course:
In the study of this unique Jewish literature, we will discuss the nature of the genres encompassed within the fragments from this find, their literary characteristics, their major ideas and their origins, and attempt to define the character of the group(s) that produced them and assess their impact directly and indirectly on Judaism in the Greco-Roman period and early Christianity.

2. Objectives of the Course:
   a. To develop an understanding of the varieties of literature encompassed within what are called the Dead Sea Scrolls
   b. To develop an understanding of the complexity of the issues shaping how one studies this literature and its interpretation
   c. To learn how to find one’s way through this literature and the tools available for its study
   d. To develop an understanding of some of the major issues discussed in the literature called the Dead Sea Scrolls
   e. To develop an understanding of the history of Judaism during the Greek and Roman periods
   f. To develop an understanding of how the Dead Sea Scrolls have impacted our understanding of that history
   g. To learn to use the insights and perspectives gained from an examination of the Dead Sea Scrolls within their context for the study of the Hebrew Bible and the New Testament

3. Textbooks:

4. Other recent text editions:
5. Class Requirements:

a. Read the pages assigned for each class session and come to class prepared to discuss the material in them. You will be expected to bring questions from the readings to each class session and use them in discussion.

b. You will be expected to be part of a group that presents in class one Qumran text selected from the list provided. Since this will be the only introduction the class receives to the text you choose to present, your presentation is important for the learning process of the entire class. That presentation should include a summary and outline of content, discussions of its form and its historical context, discussion of significant issues that concern its interpretation, and its importance for the study of the social movement(s) related to these texts. Focusing on one page of the text that you find particularly illustrative or interesting would be one way of giving focus to your presentation. You should hand in a paper of 4-6 pages (1000-1500 words) summarizing and documenting the content of your presentation. A bibliography of works consulted should be included (not within the word-count). You will work in groups on this assignment for the presentation. If you choose, you can hand in separate summaries of the presentation.

   Commentaries (Pesher) on Isaiah, Hosea, Micah, Nahum, Zephaniah and Psalms
   War Rule
   Thanksgiving Hymns
   Songs of the Sabbath Sacrifice
   Words of the Heavenly Luminaries (4Q504-506)

These presentations will occur on March 14 and 21. The summaries of your presentations should also be posted on the class site for other class members to use as a resource for their subsequent research.

The papers will be due at the time of presentation. Late papers will be penalized.

c. Write a 12-16 page (3000-4000 word) research paper on one of the topics listed below. This paper should provide a summary and critical treatment of the material within the scrolls related to the subject as well as the relevant secondary literature. Focusing on one text would be one way of organizing your research and paper. Provide only citations rather than extensive quotations of primary material so that you can save space for the argument of your paper. These topics are rather general so you will not be able to be comprehensive in your treatment.

Your topic should be selected and sent to the instructor by March 21. Papers will be due at the time of presentation. Graduating seniors will present on May 9 or 16.

Some suggested topics are:

   Sectarian history
   Dualism
   Messianism
   Determinism
   Purity
   Prayer
   Liturgy
   Temple
   Angels
   Eschatology
Communal life
Priests
Mystery
Women
Calendar
Torah
Rewritten Scripture
Archaeology
Biblical Interpretation

It is also possible to do a research paper on one of the non-biblical texts from the Qumran corpus. In this case you do an in-depth analysis of one particular text or of a problem in that particular composition. Consult with the instructor if you are interested in that option.

d. It is assumed that the papers are based upon the SBL Handbook of Style (Second edition) and The Chicago Manual of Style (17th ed.). You may find helpful the volume of Kate L. Turabian, revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff, A Manual for Writers of Term Papers, Theses and Dissertations: Chicago Style for Students and Researchers (8th ed.; Chicago: University of Chicago Press, 2013). You will be expected to use the footnote option.

e. Any student wishing to write a major research paper of 15-20 pages (3750-5000 words) may do so for 80% of the grade for the course. It would require a more defined focus than one of the topics listed above. The first assignment will be waived in this instance. The abstract due on May 3 is expected. Persons wishing to undertake this project should consult with the instructor. These papers will be due May 23, unless you are a graduating senior in which case it is due May 21.

f. In lieu of a final examination you will write a 2-3 page (500-750 word) summary essay outlining one way in which your growing understanding of the Dead Sea Scrolls and Second Temple Jewish history has changed your understanding of some material in the New Testament or aspects of its study. It is not expected that this will simply be a repetition of material from the last sessions of the course, but rather reflect some change in your orientation toward the study of the New Testament. These papers will provide the material for the final class session on May 19 and will be due by class time on that day.

g. Late papers will result in the loss of one letter grade.

6. Grades:
Presentation of text 30%
Research paper 60%
Final summary paper 10%

7. Class and Reading Schedule:
Feb 7 - Introduction
Feb 14 - Historical Overview
Schwartz, From Alexander to Muhammed, 1-74 (e-copy)
Select text for presentation
Feb 21 - The Damascus Document: Issues In Its Study and its Portrayal of History
Collins, Beyond, 1-51, 88-121

Feb 28 - The Community Rule
1QS (Community Rule) I - VIII (Vermes, 97-110) and 1QSa (Messianic Rule) (Vermes, 159-62)
Collins, Beyond, 52-87
Maxine Grossman in Grossman, Rediscovering, pp. 229-45

Mar 7 - The Essenes and Sectarianism; Research literature - Dave Powell
4QMMT (Miqsat Ma’ase Ha-Torah) (Vermes, 221-29)
Pesher Habakkuk (Vermes, 509-16)
Collins, Beyond, 122-65
Jutta Jokiranta in Grossman, Rediscovering, pp. 246-63

Mar 14 - The Archaeology of the Qumran site
Collins, Beyond, 166-208
Jodi Magness, “Methods and Theories in the Archaeology of Qumran,” in Rediscovering, 89-107
Class Presentations

Mar 21 - The Archaeology - Continued
Rachel Hachlili, “The Qumran Cemetery Reassessed,” in Oxford Handbook of the Dead Sea Scrolls, 46-78
Class Presentations

Select Topic for Research Paper

Apr 11 - The Text of the Hebrew Bible
VanderKam, Today, 157-78 (e-copy)
Eugene Ulrich In Grossman, Rediscovering, pp. 145-61
Tov, “The Biblical Texts from the Judean Desert: An Overview and Analysis,” Hebrew Bible, Greek Bible, and Qumran, 128-54 (e-copy)

Apr 18 - The Canon of the Hebrew Bible
Review 4QMMT, section 3 (Vermes, 228-29)
VanderKam, Today, pp. 178-96 (e-copy)

Apr 25 - The Temple Scroll and Jubilees, Rewritten Scripture
The Temple Scroll II-XXXIX (Vermes, 191-204)
Jubilees 1-6 (in OTP [Charlesworth], 2.52-68 - in REFERENCE Section of Library)
Crawford. *Rewriting Scripture*, pp. 60-104 (e-copy)

May 2 - The Qumran Scrolls and the New Testament

May 9 Wisdom Literature in the Qumran Scrolls; Presentations
Instruction (Vermes, “A Sapiential Work,” 425-38)
Mysteries (Vermes, 408-09)
Grant Macaskill, “Creation, Eschatology and Ethics in 4QInstruction,” in *Defining Identities*, 217-45 (e-copy)
Matthew J. Goff, “Searching for Wisdom in and beyond 4QInstruction,” in *Tracing Sapiential Traditions*, 119-37 (e-copy)
Research Presentations

May 16 - Wisdom Literature and the New Testament; Presentations
4Q525 (Beatitudes) (Vermes, 455-57)
Research Presentations

May 23 - Final Session
Research Presentations
Summary of insights concerning the Dead Sea Scrolls and the New Testament

8. References for Readings:

9. Bibliography:
a. Bibliographies:
Qumran studies is now too large a field to permit a comprehensive bibliography. You will need to look at indexes and use the bibliographies of more recent works in order to get at up-to-date scholarship. The articles in the encyclopedias also frequently provide a good up-to-date basic bibliography. In this dynamic field it is very important to use the most recent literature possible.


Note also the bibliographic compilations of Revue de Qumran, a project that was eventually absorbed into the Orion project listed above. Those compilations appear on an annual basis prior to 1995. The bibliography has been collected in the volume by Florentino García Martínez, A Bibliography of the Finds in the Desert of Judah, 1970-1995: Arranged by Author with Citation and Subject Indexes. Leiden: Brill, 1996.

Bibliography on most major topics is found in Peter W. Flint and James C. VanderKam, The Dead Sea Scrolls after Fifty Years: A Comprehensive Assessment. 2 vols. Leiden/Boston/ Köln: Brill, 1998-99

All of the relevant material is not included in the ATLA database.

b. Journals:
Dead Sea Discoveries
Revue de Qumran

c. Concordances:

These two publications have good coverage of the original texts found.
Note that *The Dead Sea Scrolls Electronic Library* has searchable Hebrew and English texts. Note also the Accordance Software collection of texts, most up-to-date from Abegg. The Martínez-Tigchelaar text edition in e-book format also is searchable.

d. Reference Works:
e. Other Important Text Editions:
Discoveries in the Judaean Desert (DJD). 40 volumes containing the initial publication of the majority of the Qumran texts, published by Clarendon Press, Oxford. Vol. 39 is the introduction along with a listing of all texts, concordance of proper names and other listings.
g. Selected Series Devoted to Qumran Studies:
Studies on the Texts of the Desert of Judah (Brill, begins in 1956)
Studies in the Dead Sea Scrolls and Related Literature (Eerdmans)
The Literature of the Dead Sea Scrolls (Routledge)
Companions to the Qumran Scrolls (Sheffield Academic Press and T & T Clark International)
Eerdmans Commentaries on the Dead Sea Scrolls (Eerdmans)

h. Selected Studies and Monographs:
———. Beyond the Qumran Community: The Sectarian Movement of the Dead Sea Scrolls. Grand Rapids: Eerdmans, 2010
Coloe, Mary L. and Tom Thatcher, eds. John, Qumran, and the Dead Sea Scrolls: Sixty Years of Discovery and Debate. EJL32. Atlanta: SBL, 2011


Falk, Daniel K. et al., eds. *Qumran Cave 1 Revisited: Texts from Cave 1 Sixty Years after Their Discovery: Proceedings of the Sixth Meeting of the IOQS in Ljubljana*. STDJ 91. Leiden: Brill, 2010


Frey, Jörg, Carsten Clausen, and Nadine Kessler, eds. *Qumran und die Archäologie*. WUNT 278. Tübingen: Mohr Siebeck, 2011


Gillihan, Yonder Moynihan. *Civic Ideology, Organization, and Law in the Rule Scrolls: A
Gunneweg, Jan, Annemie Adriaens, and Joris Dik, eds. Holistic Qumran. Trans-disciplinary Research of Qumran and the Dead Sea Scrolls. STDJ 87. Leiden: Brill, 2010
Kampen, John I. Wisdom Literature. ECDDS. Grand Rapids: Eerdmans, 2011
———. Debating Qumran: Collected Essays on its Archaeology. Leuven: Peeters, 2004


Pfann, Stephen J. Translation and Revision of the text of Humbert and Chambon. 2003 (see above)


Schiffman, Lawrence H. *Reclaiming the Dead Sea Scrolls: The History of Judaism, the Background of Christianity, the Lost Library of Qumran*. Philadelphia/Jerusalem: Jewish Publication Society, 1994


Schuller, Eileen M. *The Dead Sea Scrolls: What have We Learned?* Louisville: Westminster John Knox, 2006


Leiden: Brill, 1999

10. **Classroom Policies:** Please see Student Handbook for sections providing policy details on the following:

**ADA**—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

**Class attendance**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

**Electronic Devices**—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**Human Subjects Research**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**Inclusive Language**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**Incompletes**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**Pass/Fail**—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of “pass” the student must do at least the equivalent of C minus work in the course.
Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

Next year add articles, but do not assign my own.

Note the Sweeney review of Collins


ISBN 9780141197319

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Dead Sea Scrolls written in Hebrew include biblical texts, non-biblical literary works, and documents such as deeds and letters. While some documents contain specific dates, most are dated on the basis of paleographical analysis (the study of the development of scripts over time), and sometimes with carbon-14 dating. These texts illustrate the vitality of the Hebrew language in ancient Judea. 11Q1 11Q paleoLeviticusa paleo-Hebrew script Photo: Shai Halevi. Represented in the Dead Sea Scrolls are a variety of Aramaic dialects: Official Aramaic, Jewish Palestinian Aramaic, Nabatean, and Christian Palestinian Aramaic. Official Aramaic also known as Standard Aramaic or Imperial Aramaic, this language was in use from the 7th to 3rd centuries BCE. The Dead Sea Scrolls (also Qumran Caves Scrolls) are ancient Jewish religious manuscripts found in the Qumran Caves in the Judaean Desert, near Ein Feshkha on the northern shore of the Dead Sea. Scholarly consensus dates these scrolls from the last three centuries BCE and the first century CE. The texts have great historical, religious, and linguistic significance because they include the second-oldest known surviving manuscripts of works later included in the Hebrew Bible canon, along with