Course Syllabus
Wycliffe College
Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number :	WYB5981HF/RLG3655HF
Course Name:	Readings in Jewish Literature (200BCE–200CE)
Campus:	St. George

Instructor Information

Instructor:	Terry Donaldson	Teaching Assistant:
E-mail:	terry.donaldson@wycliffe.utoronto.ca	E-mail:
Office Hours:		

Course Prerequisites or Requisites

Give the course code and title of any pre-requisite or requisite courses.

Course Description

A study of selected Jewish literature from the Second Temple period. To provide thematic unity to our reading, we will pay particular attention to issues of Jewish self-definition and identity within the Greco-Roman world, and to the range of Jewish attitudes toward "the nations" and their place in Jewish frames of reference. This year we will consider literature that deals with the Jerusalem temple, both as a functioning institution and as a theological and ideological symbol.

Course Methodology

The methodology used in the course (lectures, tutorials, seminars, readings, etc)

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will have:	**This outcome will be demonstrated through these course elements:**	**This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)**
• acquired a general familiarity with the full range of literary	Course requirements as a whole	**PHD:** 1.1

corpora and genres from the Second Temple period;		**THM:** 1.1
• developed a competent level of understanding of the content and critical issues surrounding five or six selected pieces of Second Temple Jewish literature;	Online and in-class discussion of the seminar papers	**PHD:** 1.1 **THM:** 1.1
• developed a competent level of understanding of pertinent aspects of Jewish self-definition and identity in the Greco-Roman world;	Course requirements as a whole	**PHD:** 1.1 **THM:** 1.1
• developed a proficient level of understanding of at least one piece of Jewish literature in the context of the themes of the course;	Seminar presentation and final paper	**PHD:** 1.1 **THM:** 1.1
• demonstrated an ability to make an oral presentation in a clear and effective manner;	Seminar presentation	**PHD:** 5 **THM:** 2.5
• demonstrated an ability to define and carry out a research project and to present the results in a clear and cogently argued manner	Paper proposal and final paper	**PHD:** 2 **THM:** 3.1

Course Resources

Required Course Texts

The basic texts, of course, will be the selected pieces of Jewish literature themselves, in English translation and (where appropriate) in the original language. As for secondary literature, we will use George W. E. Nickelsburg, *Jewish Literature between the Bible and the Mishnah* (2nd ed. Minneapolis: Fortress, 2005). Several other readings will be assigned (see further below). Additional material of a general nature is listed in the bibliography; further specific items will be provided once the course is underway and choices have been made. Course material may be found in the reference section or on the reserve shelf at the Graham Library (Trinity College). Copies of Nickelsburg will be available in the CRUX bookstore.

Course Website(s)

- Blackboard https://weblogin.utoronto.ca/ . This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

The first several weeks will be spent in introductory matters—introductions to the course itself, to the literature of the Second Temple period and to the thematic issue. The schedule for the remaining weeks will be determined once the course is underway, but it will include the following elements: lectures; discussions on assigned reading; student presentations; and perhaps translation.

As a thematic issue, this year we will look at the Jerusalem temple, both as a functioning institution and as a theological and ideological symbol. As background reading, the following material will be assigned:

• Josephus *Antiquities* 15.380-425 (Herod's construction of the Temple)
• Lee I. Levine, "Temple, Jerusalem," *The Eerdmans Dictionary of Early Judaism*
• E. P. Sanders, *Judaism: Practice and Belief*, chaps. 6 & 7
• C.T.R. Hayward, ed. *The Jewish Temple: A Non-Biblical Sourcebook*, pp. 1-17

The core of the course will involve the study of five or six pieces of literature, each of which touches on the theme of the Jerusalem temple in some way. The literature to be studied will be selected primarily from the following list:

• Tobit or Judith
• 1 or 2 Maccabees
• Wisdom of Solomon
• *Letter of Aristeas*
• *Jubilees*
• *Temple Scroll*
• *Sibylline Oracles* 3
• *Psalms of Solomon*
• *1 Enoch 85-90* (Animal Apocalypse)

In choosing the literature to study, we will take students' interests into account, while at the same time attempting to ensure a measure of breadth.

We will dedicate a whole class to each of the chosen pieces of literature. In most classes the starting point for our discussion will be a short paper written by one of the members of the seminar and distributed ahead of time (via the course website). The paper will provide an introduction to the piece of literature, dealing with both literary and theological issues (genre, outline, survey of contents) and with issues of provenance (language, purpose, date, social location, etc.). In addition, the paper will provide a preliminary identification of the material dealing with the temple and its function in the writing as a whole. In other classes, the discussion will be introduced by the instructor.

Evaluation

Requirements

Seminar papers – Each student will prepare one seminar paper (8-10 pages) that will be distributed to the other members of the class ahead of time (via the course website). The content of the paper is described in the previous paragraph. A sign-up list will be available in class. Normally students will send the paper to me as a file attachment (Word or pdf preferred) and I will post it in the Course Materials section of the website, from which it can be easily downloaded. The papers need to be submitted by the Thursday before the class in which they will be discussed, and thus should be available to other members of the class by Friday morning.

Reading – Readings in primary and secondary material will be assigned for each week.

Preparation for each class – Prior to each class, students will be required to read any seminar paper for the week, together with the assigned primary and secondary reading. In addition, each student will be required to

prepare a question arising from each of the papers. The questions are to be made available to the other members of the class, normally by posting it on the Portal Discussion Board (accessed via the Communication tab). The question should be posted by 6:00 p.m. of the day before class (i.e., Monday).

Translation ? [perhaps; to be discussed]

Final paper – The final requirement is a scholarly paper (20-25 pages / 6000-7500 words) on a topic to be chosen by the student and confirmed with the professor. Normally the paper will deal with the same piece of early literature that was the subject of the seminar paper, and will build on the work done for that paper. Nevertheless, in contrast to the seminar paper (which is to function more in an introductory and descriptive way), the final paper should be a research paper (research question, deliberate attention to methodology, well-constructed argument in support of a thesis). A paper proposal (including a working bibliography) is to be submitted by Friday March 27. The proposal could be structured on a scaled-down version of the guidelines for a thesis proposal (see the ThD / PhD Handbook, §9.5). The prima facie due date for the paper is Friday December 16. For TST students, the date by which a student would need to arrange for an SDF (with his or her College AD Director) is December [??]. Students are expected to be aware of the pertinent policies on course deadlines (TST or SGS).

Evaluation

- Seminar paper   30%
- Participation (attendance, readings,
  translation, contribution
  to discussion)   20%
- Final paper   50% (incl. 10% for paper proposal).

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR   Designates credit; has no numerical equivalent or grade point value

NCR   Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation

SDF   Standing deferred (a temporary extension)

INC   Permanent incomplete; has no numerical equivalent or grade point value

WDR   Withdrawal without academic penalty

AEG   May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Bibliography

List here any bibliographic resources that will be helpful to students, both within the course and for further study.