Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information

Professor: Dwight D Swanson, PhD
Email: dswanson@nazarene.ac.uk
Office: (Dr Noble’s office)
Office Hours: By appointment

Catalog Description

SEMINAR IN BIBLICAL STUDIES (3 HRS)
A study of selected issues in biblical literature. Repeat credit will be allowed for non-duplicated seminar subjects.

Course Narrative & Rationale

The manuscripts discovered in the area of Qumran, commonly known as the Dead Sea Scrolls, are perhaps best known for light shed on an otherwise little known Jewish group, perhaps the Essenes, and also on the Judaism of the time of Christ. Less widely understood is the transformation in the understanding in the nature of the biblical text and its interpretation that these texts reveal.
To begin with, the Scrolls themselves will be placed within the contexts of their discovery (from 1948) and their origins (Second Temple Period). The nature of the ‘sectarian’ community which inhabited the site of what is now Khirbet Qumran will be surveyed, and the key texts of this community will be reviewed.

The primary focus of the module is on texts that relate to the Bible. In the context of Qumran, this means the Hebrew Scriptures. The classes will engage directly with the range of material from the ‘biblical texts’, meaning the Scriptures of the Jewish and Christian canons as designated later in history; to texts which interpret Scripture. In the process the nature of how texts become authoritative will be explored. This will lead, in turn, to a comparison to New Testament use of the Old Testament, and how the evidence of the Scrolls sheds light on the nature of NT exegesis.

**Degree Objectives**

**MDiv**
1. Articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scripture of the Old and New Testaments, exhibited in the following outcomes; the student will:
   b. Use scholarly methods for understanding Scripture
   e. Understand the formative power of Scripture in shaping corporate and personal Christian life

**MA (TS)**

**GENERAL ACADEMIC TRACK**
2. Students will demonstrate the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons.

**RESEARCH TRACK**
1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies.
2. Students will develop skill in academic research and writing as a basis for further graduate studies.

**Course Outcomes**

Upon successful completion of the course you will have (R = Course requirement directed toward achieving objective):

1. Demonstrated a working knowledge of the social, historical and religious context of the Second Temple Period. (R1,2)
2. Demonstrated familiarity with the key sectarian texts among the Dead Sea Scrolls. (R3,4,5)
3. Demonstrated skills in handling ancient texts (in translation). (R4,5)
4. Demonstrated understanding of how the Bible was used and interpreted in the Second Temple Period, including in the New Testament. (R1,2,3,4,5)
Church of the Nazarene COSAC Competencies

CN15 Ability to describe how the Bible came into being up to contemporary translations (R1,4,5)
CP1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (R1,2,3,4,5)
CP2 Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (R1,2,3,5)
CP3 Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (R4)
CP 10 Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity (R1,2,3,4,5)

Required Texts & Course Materials
Wise, Michael, Martin Abegg, Jr., and Edward Cook, trans. and comm., The Dead Sea Scrolls: A New Translation. New York: HarperOne, 2005. This is the most comprehensive English translation, but suffers one irritating trait, that it does not give the manuscripts the commonly used titles in the table of contents.

Recommended Texts & Course Materials
   Alison Schofield, ‘Between the Center and Periphery: The Yahad in Context’
   John J Collins, ‘Beyond the Qumran Community: Social Organization in the Dead Sea Scrolls’
   Available online.

General introductions to the Dead Sea Scrolls may be consulted. For instance:

Course Outline

A. The Groundwork for Study of the Bible at Qumran
1. Discovery and Interpretation of the Dead Sea Scrolls
   a. Discovery and early interpretation of the significance of the Scrolls
   b. The second generation
   c. Current status of Qumran scholarship
2. The Scrolls and Khirbet Qumran
a. Summary of the finds
b. Archaeology of Qumran
3. Context of Qumran
   a. Second Temple Period: Maccabean Revolt to War against Rome
   b. The Essene Theory; Classical Sources
4. The ‘Sectarian’ Texts
   a. The Community Rule and Damascus Document
   b. Thanksgiving Hymns
   c. Pesharim: Habakkuk and Nahum
   d. War Scroll
   e. 4QMMT: Regarding the Works of the Law

B. The Bible and the Dead Sea Scrolls
1. ‘Biblical’ Scrolls
   a. Torah
   b. Psalms
   c. Prophets
   d. Daniel and Enoch?
2. Rewriting Scripture
   a. Temple Scroll
   b. Reworked Pentateuch
   c. Jubilees
   d. ‘Parabiblical’ texts
3. Commentary on Scripture
   a. ‘Inner-biblical exegesis’
   b. Pesharim
4. The Scrolls and the New Testament
   a. Second Temple Period
   b. Exegesis of Scripture

Course Assignments & Requirements
(CO = Course Outcome the assignment address)

Pre-Module Assignments

1. James VanderKam. Read the whole of the textbook. Write a (maximum) single-page summary report of each chapter. This should include the subject matter addressed in the chapter, and the key issues raised for understanding the Bible. Finally, extra space may be taken to note outstanding questions raised in one’s own mind. These written assignments will show evidence of your comprehension of the material, ability to write in correct English form, and keep within assigned word limits. Due Jan 4 (CO 1,4)

the Dead Sea Scrolls'; and write single-page summary reports of each article, as above. Due Jan 18 (CO 1,4)

3. Dead Sea Scroll texts. Read these texts: The Community Rule (Wise, Abegg and Cook 112-135); Damascus Document (49-78); Thanksgiving Hymns (170-204); War Scroll; Commentaries on Habakkuk and Nahum (79-87, 243-247); 4QMMT (454-461); The Temple Scroll (593-632); Jubilees (316-335). Write a précis of no more than ½ page for each text. Due Jan 4 (CO 2,4)

**Module Assignments**

4. Each student will be part of a team (depending on size of class) which will be assigned one of the texts (or a portion of a text) in the course outline to lead classroom discussion on the assigned day. The assignment will be made during the first week of January 2013, and preferences of students will be taken into consideration where possible. The team will lead in the study of the ways in which the assigned text relates to the Biblical text. This includes identifying the biblical texts used, how they are used (citation; allusion; reworking the text intertextual connections; and exegetical significance of this use. [Guidelines will appear on Moodle] (CO 2,3,4)

**Post-Module Assignment**

5. Essay/Research Paper. A 4,000 word essay will be submitted by the posted due date. This will be based on the corresponding group presentation text, and will place the text in its historical, social, and literary contexts. The focus of the study will be to show the nature of the use of the Bible in the text. Due March 15 (CO 2,3,4)

NTS policies on essay presentation are to be followed.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-module Hours</th>
<th>Module Hours</th>
<th>Post-module Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>38</td>
<td></td>
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<tr>
<td>Online Participation in forums, etc.</td>
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</tr>
<tr>
<td>Reading</td>
<td>15</td>
<td>10</td>
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</tr>
<tr>
<td>Writing</td>
<td>15</td>
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<td>32</td>
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<tr>
<td>Other Assignments and Learning Activities</td>
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<td>5</td>
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<tr>
<td>Exams &amp; Quizzes</td>
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<tr>
<td>TOTAL</td>
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<td>53</td>
<td>42</td>
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**Method for Submitting Assignments**

Written work is to be submitted on Moodle.
**Form and Style Expectations**

*SBL Handbook of Style*, in keeping with Biblical Studies publications, is preferred. Turabian is accepted.

**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

Pre-module work submitted late will be reduced one grade for each day overdue. The essay may not be submitted late, other than exceptional circumstances accepted by the Dean’s office.

**Course Grading**

Pre-Module work = 40% of the grade  
Module presentation = 20%  
Essay = 40%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

If a student is absent for 9 hrs of a two week module or is absent four or more weeks of the pre/post module, the professor may automatically fail the student.
Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Course Calendar**

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<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Pre-Module Begins</td>
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<tr>
<td>4 Jan</td>
<td>4</td>
<td>VanderKam summary</td>
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<tr>
<td>4 Jan</td>
<td></td>
<td>Text précis</td>
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<tr>
<td>18 Jan</td>
<td>6</td>
<td>DSD Article summaries</td>
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<tr>
<td>7</td>
<td>Module Face to Face Begins</td>
<td></td>
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<tr>
<td>25-31 Jan</td>
<td>8</td>
<td>Class Presentation</td>
</tr>
<tr>
<td>9</td>
<td>Post-Module Begins</td>
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<td>12</td>
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<tr>
<td>13</td>
<td></td>
<td>Course Evaluations (approximate release time by the Dean’s Office)</td>
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<tr>
<td>15 Mar</td>
<td>14</td>
<td>Essay</td>
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**Bibliography**

Bibliographies to be placed on Moodle