

THE 336.NZ/NLS: The Image of Humanity in Ancient Judaism and Nascent Christianity

Spring 2021

Wednesday/6:15pm – 9:10pm

COURSE INSTRUCTOR: Dr. Jeffrey García, Assist. Prof. of New Testament and Second Temple Lit
CONTACT INFORMATION: Email: Jeffrey.garcia@nyack.edu (
APPOINTMENT INFORMATION: Office: 1830
 Open Office Hours: Wed 12-2, 5-6 (on campus or Zoom)
 Tues 3-6, 5-7; Thurs 12-2 (By appt. only)

Please request all other appointments in advance.

REQUIRED TEXTS: None

Suggested Texts: Jeffrey P. García, *On Human Nature in Early Judaism: Creation, Composition, JAJSup 34* (Leiden: Brill; Paderborn: Ferdinand Schöningh, 2020)

OTHER RESOURCES: Other (including software/websites)

CATALOG COURSE DESCRIPTION: The course is intended to examine the theological anthropology of ancient Judaism in order to understand the background of the Gospels' teachings on the value and importance of each human being. Special attention will be given to the dueling conceptions of the humanity's creation in the "image of God" (*imago dei*) and from the "dust of the ground" – an idea that is found in some of the Dead Sea Scrolls that were authored by the Qumran community – and the manner in which these influence Jesus' teachings on charity, redemption, and the kingdom of heaven.

This course is housed within the College of Bible and Christian Ministry and the Department of Bible.

STUDENT LEARNING GOALS:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. The student will understand the importance of history, culture and physical setting of one's reading of the Biblical and related literature.	Primary Source Reviews Online Discussions	1.1, .3, .6, .7, .8	1
2. The student will be familiar with the basic content of the certain biblical books and be able to locate key events in some of them.	Primary Source Reviews Online Discussions	1.1, .3, .6, .7, .8	1
3. The student will be able to discuss major theological themes of the New Testament and related literature.	Primary Source Reviews Secondary Literature Reviews Online Discussions	1.1, .3, .6, .7, .8	2
4. The student will be able to articulate the thinking of the Early Church with regard to human nature in first century Palestine to the diverse cultural and religious settings of the Greco-Roman world.	Primary Source Reviews Secondary Literature Reviews Online Discussions	1.1, .3, .6, .7, .8	2

The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). Attainment of goals is evaluated by the identified assignments.

*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

ASSIGNMENT DESCRIPTIONS:

All due dates and times are listed in Eastern Standard Time (EST).

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|-----------|--|------------|
| 1. | <u>Attendance and Participation</u> | 10% |
| | <ul style="list-style-type: none"> • Present at each livestream w/ camera on. • Participate in the class discussion where you feel necessary. • Having read the primary and secondary sources for that day. | |
| 2. | <u>4 Primary Source Reviews</u> | 30% |
| | <ul style="list-style-type: none"> • Choose and analyze an ancient text form that date (see below) • Analyze what is says about human nature, its relations to other ancient texts and second sources. <ul style="list-style-type: none"> ▪ What is the text (e.g., apocalyptic, narrative, historic)? ▪ What part of the human nature is the text speaking about (creation, composition, condition)? ▪ Does the text us any unique language to describe the human person? ▪ What, in general, can you say about the text’s view of human nature? • Length: 1-1.5 pages (double-spaced) • Dates: 2/10, 2/24, 3/24, 4/7 | |
| 3. | <u>4 Secondary Literature Reviews</u> | 30% |
| | <ul style="list-style-type: none"> • Choose an article, not an ancient text, that have to be read for that day (see below) • Review the content: <ul style="list-style-type: none"> ▪ What is the author’s argument? ▪ What method does the author use use in that is argument? ▪ What are the author’s conclusions? ▪ Is the author successful? • Length: 2 pages (double-spaced) • Dates: 2/3, 2/17, 3/17, 2/31 | |
| 4. | <u>4 Online Discussions</u> | 30% |
| | <ul style="list-style-type: none"> • In order to get full credit” <ul style="list-style-type: none"> ▪ 1 response to the question (minimum 1-1.5 paragraph) ▪ 2 responses (respond to the content, minimum paragraph) • Dates: 2/10, 2/24, 3/24, 4/7 | |

Total 100%

GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

• Attendance and Participation	10%
• Primary Source Reviews	30%
• Literary Reviews	30%
• Online Discussions.....	30%
• Total	100%

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As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	68-69%	63-67%	60-62%	0-59%

Care should be taken to perform at one's best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

CARNEGIE UNIT ACCOUNTABILITY

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, "seat time" (instructional schedule set by the Registrar's Office), and outside work assigned.

Standardized expectations are 15 hours of class and 30 hours of homework per credit (**45 hours of class time and 90 hours of homework for a 3-credit course**). Accreditors and the US

Department of Education have set these standards so as to assure that students receive a fair education.

Carnegie Unit Breakdown for Syllabi	
The Image of Humanity in AJ and EC	
Assignments	Homework Hours
I. Required Reading	39.17
II. Studying for exams/quizzes	0.00
III. Research for writing	10.00
IV. Writing assignments	12.00
V. Other assignments	29
Total Homework Hours	90.17

COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST).

Week 1 Introduction

- Jan 20
- Syllabus review.
 - Subject matter review.

Week 2 Humanity (Theological Anthropology) in the Hebrew Bible I

- Human nature in Genesis.
- The image of god and its disappearance.

Activities, Assignments and/or Exams

- Jan 27
- Read Gen 1-3, 5:1-13, 9:6, Psalm 8
 - Read: Phyllis Bird, "Theological Anthropology in the Hebrew Bible."
Read: P. Miller, "Man and Woman: Toward a Theological Anthropology."
 - Activity/Assignment (due date)

Week 3 Humanity (Theological Anthropology) in the Hebrew Bible II

- Feb 3
- Body and soul.
 - Heart and Soul.
 - Soul (*nefesh*=soul) as a life
 - Afterlife?

Activities, Assignments and/or Exams

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- Read in context: Ps 16:9, 31:9, 44:25, Prove 16:25; Isa 10:18; Lev 24:18; Job 33:18, 22, 28, 30; Ps 30:3, 35:7, 103:4, Isa 38 :17; Jonah 2:6; Jer 18:1-11; Isa 45:8-17;
- Deut 4:29, 6:5, 10:12, 11:13, 18, 13:3, 26:16.
- Hand Walter Wolff, *Anthropology of the Old Testament*.
 - “Being of Man”
 - *Nefesh*, 10-25.
 - *Basar*, 26-31.
 - *Levav*, 40-58.
- 1st Secondary Literature Review DUE

Week 4 **Of Image, Earth, and Dust: The Emergence of Creation Topoi to Depict Human Nature in Early Judaism**

- Creation Topoi — What, where, why?
- Human Nature.

Activities, Assignments and/or Exams

Feb 10

- Read in context: Qoh 3:19-22, 12:1-7; Ben Sira 17:1-4, 33:7-15; Wisdom 2:23-24, 15:7-13; Ps. Phoc. 105-108.
- Garcia, *On Human Nature*, 27-67.
- 1st Primary Source Review DUE
- 1st Online Discussion DUE

Week 5 **From Image and Earth to Dust: The Growth of the Use of Creation Topoi and the Amplification of Human Lowliness**

Feb 17

- Growth of Creation Topoi.
- Human lowliness in the Dead Sea Thanksgiving Hymns.

Activities, Assignments and/or Exams

- Read in Context:
- Philo of Alexandria –
 - The “Image of God” and the Intangible (Immortal) Quality of Humanity – *Creation* 69, 134-135.
 - “According to” God’s Image — *Heir* 231, *Alleg Interp* 3:96, *Creation* 140-141.
 - Two Types of Humanity — *Alleg Interp* 1:31, 42, *Heir* 57-58.
- Testament of Naphtali 1:1-5
- 4 Ezra 8:42-45
- Hodayot (Thanksgiving Hymns) — 1QH^a 20:7-22:43
- 2 Maccabees 7
- Garcia, *On Human Nature*, 68-110.
- Thomas Tobin, “The Single Creation of Man,” in *The Creation of Man: Philo and the History of Interpretation* (Washington: CBA, 1983), 56-101.

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- 2nd Secondary Literature Review DUE

Week 6 Describing Body, Soul, Spirit: Examining Humanity's Composition

- Constituent parts of human life.
- Body – soul dualism, immortal soul, mortality.
- Terminology for collective humanity

Activities, Assignments and/or Exams

Feb 24

- Read in Context:
- Ben Sira 51
- Wisdom 8:19-20
- Josephus
 - War 2:119-166, 3:372-378
 - Ant 18:14-18
- 1 Enoch 22:1-24
- Testament of Abraham A 1:1-7; B 1:1-3

- Garcia, *On Human Nature*, 111-155
- David Sedley, "Three Kinds of Platonic Immortality," in *Body and Soul in Ancient Philosophy*, 145-162.
- John Dillon, "How Does the Soul Direct the Body, After All? Traces of a Dispute on Mind-Body Relations in the Old Academy," *Body and Soul in Ancient Philosophy*, 348-358.
- Tobin, "Philo and the Allegory of the Soul," in *Creation*, 135-172.

- 2nd Primary Source Review DUE
- 2nd Online Discussion Open DUE

Week 7 Internal and External Disturbance: Body-Soul Dualism through the Lens of Psychic Strife

Mar 3

- Psychic strife
- External disturbances, malevolent entities
- Internal disturbance, the heart, spirit, etc.

Activities, Assignments and/or Exams

- Read:
- 1QH^a 7:21-8:37, 8:28-30, 10:22-32, 13:7-21, 16:5-17:36, 12:6-13:6, 13:22-15:8
- Jewish Apotropaic Prayers
 - Prayer of Levi - 4QLevi^{bar} (4Q213^a)
 - Plea for Deliverance (11QPs^a col. 19)
 - Prayer of Noah (10:1-7)
 - Prayer of Abraham (12:19-20)
 - 4QSongs of the Sage^a (4Q510)
 - 4QSongs of the Sage^b (4Q511)

- Garcia, *On Human Nature*, 156-195.

- 3rd Secondary Literature Review DUE

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Week 8	Overview
Mar 10	Spring Break
Week 9	Mapping the Human Condition: Free Will
Mar 17	<ul style="list-style-type: none">• Is there free will?
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none">• Read: Ben Sira 15:11-20; Psalms of Solomon 9; Damascus Document (CD) – 3:2-12a• Josephus<ul style="list-style-type: none">• War 2:154-163• Ant 18:11-18• Garcia, <i>On Human Nature</i>, 196-216.
Week 10	Mapping the Human Condition II: The Inclination(s)
	<ul style="list-style-type: none">• Inclination(s): the rationale of human action?
	Activities, Assignments and/or Exams
Mar 24	<ul style="list-style-type: none">• Read in context: Gen 2:7, 6:5, 8:21; 1 Chron 28:9, 29:18; 1QH^a 13:7-21; 1QS 4:5, 8:3; 4Q393; 4QpapJub^h<ul style="list-style-type: none">• 4QBarkhi Nafshi^c (4Q436 1 I a + b 1) 9-11, ii 1-4• Garcia, <i>On Human Nature</i>, 217-228.• 3rd Primary Source Review DUE• 3rd Online Discussion DUE
Week 11	A Predetermined Condition I: Nothingness and the “Fleshly” States
Mar 31	<ul style="list-style-type: none">• Humanity’s inescapable condition.• Fleshly state.• Utter nothingness.
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none">• Read: The “Treatise of the Two Spirits” – 1QS 3:13-4:23b; 4Q417 1 i 13-18; 4Q418 81 + 81a 1-20.• Garcia, <i>On Human Nature</i>, 323-233.• Alexandria Frisch and Lawrence Schiffman, “The Body in Qumran Literature: Flesh and Spirit, Purity and Impurity in the Dead Sea Scrolls,” <i>DSD</i> 23 (2016): 155-182.• 4th Secondary Literature Review DUE

Week 12 A Predetermined Condition II: Humanity's Double Duality

Apr 7

- Humanity's double duality.

Activities, Assignments and/or Exams

- Read: 1QS 4:23c-26; Hymn of Praise – 1QS 10:9-11:22
- Garcia, *On Human Nature*, 234-266.
- 4th Primary Source Review DUE
- 4rd Online Discussion DUE

Week 13 Human Nature in Jesus Teachings and Acts

Apr 14

- Body and soul.
- "Heart" as desire.
- The image of God and charity/almsgiving?

Activities, Assignments and/or Exams

- Read in context: Matt 10:28 (body and soul), Matt 5:28, 26:41, 27:50, Mark 14:38
 - Lawyer's Question, Matt 22:34-40 and parr.
 - Treasure in Heaven and the heart – Matt 6:19-21 and Luke parallel.
 - Sermon on the Mount, Matt 5-7
 - Matt 25.
- David Flusser, "Love Your Fellow Man," in *Judaism of the Second Temple Period, Volume 2: The Jewish Sages and Their literature* (Grand Rapids: Eerdmans, 2009).

Week 14 The Image of Humanity in Paul's Epistles and Elsewhere

Apr 21

- Flesh and spirit.
- Compositional trichotomy.

Activities, Assignments and/or Exams

- Read in context: Rom 2:8-9, 12:2, 7:22, 8; 2 Cor 2:14-7:4; Gal 3-6; Heb 4:12
- More texts to be added.
- George H. Van Kooten, "St. Paul on Soul, Spirit and the Inner Man," in *The Afterlife of the Platonic Soul: Reflections of Platonic Psychology in the Monotheistic Religions*, ed. M. Elkaisy-Friemuth and John M. Dillon (Leiden: Brill, 2009), 25-46.
- Matthew Goff, "Being Fleshly or Spiritual: Anthropological Reflection and Exegesis of Genesis 1-3 in 4QInstruction and First Corinthians," in *Christian Body, Christian Self: Concepts of Early Christian Personhood*, ed. C. Rothschild and T. Thompson, WUNT 284 (Tübingen: Mohr Siebeck, 2011), 41-59.
- Nonna Verna Harrison, "Women, Human Identity, and the Image of God: Antiochene Interpretations," *Journal of Early Christian Studies* 9/2 (2001): 205-249.
- David Flusser, "The 'Flesh-Spirit' Dualism in the Qumran Scrolls and the New

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Testament," in *Judaism of the Second Temple Period, Volume I: Qumran and Apocalypticism* (Grand Rapids: Eerdmans, 2007), 283-292.

Week 15

Final Course

Apr 28

- Conclusions and Observations

COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course companion is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.
- **Attendance/Absence:** Attendance is marked in the Faculty Portal each class period. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. [Give detail on your personalized policy for beyond 1 absence.] A student must contact the professor via email or voice mail before the end of a missed class. All assignments are due on the date designated. If the professor is absent, work equivalent to the "seat time" missed will be posted in the E360 course companion in order to mark attendance and to fulfill federal/state regulations.
- **Late Assignments/Extensions:** [Give detail on your policy for assignments handed in late.] Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar's Office no later than the last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** [Give detail on how written assignments should be completed. Indicate MLA, APA or other style guide students should follow.]
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center's locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center's services are free. Students can drop in and work with a consultant or make an appointment through the

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website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>

- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*
- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at www.nyack.edu/safetyandsecurity. Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length (**insert date**). Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.