

BIB 470.NLS Son of Man

Spring 2021

Tuesday/11:10-2:05 (Live Stream)

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

CATALOG COURSE DESCRIPTION: Analysis of selected problems and themes in biblical interpretation and theology by means of student research, presentation, and discussion. Prerequisite: BIB 102 and BIB 201. (3 credits)

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).

1. Attendance and Participation

10%

- 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 Secondary Literature Reviews</u>	25%
	<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 or what is the author describing? ▪ What method does the author use in that is argument? ▪ What are the author’s conclusions? ▪ Is the author successful? • Length: 2 pages (double-spaced) • Dates: 2/9, 2/23, 3/23, 4/6 	
3.	<u>4 Online Discussions</u>	25%
	<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: 2/16, 3/2, 3/30, 4/20 	
4.	<u>Term Paper</u>	40%
	2/9 Topic and Abstract	(7%)
	2/16 Select Bibliography	(7%)
	3/23 1 st Draft of Paper	(10%)
	4/27 Paper Due	(16%)
	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%
• Secondary Literature Reviews	25%
• Online Discussions	25%
• Term Paper.....	40%
• Total	100%

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: Why the Son of Man and the Historical Jesus
Jan 26	<ul style="list-style-type: none"> Syllabus review. Discussion of the issue.
	<p>Activities, Assignments and/or Exams</p> <ul style="list-style-type: none"> Brief Sketch of Second Temple Religion and History <ul style="list-style-type: none"> Read: I. Gafni, “Historical Background,” <i>JWSTP</i>, 1-32.
Week 2	The Current State of the “Son of Man” Studies
Feb 2	<ul style="list-style-type: none"> What’s the problem?
	<p>Activities, Assignments and/or Exams</p> <ul style="list-style-type: none"> Read <ul style="list-style-type: none"> Paul Owen, “Son of Man Debate: What is the Problem?” and Larry Hurtado, “Summing Up and Concluding Observations,” in <i>Who is this Son of Man? The Latest Scholarship on a Puzzling Expression of the Historical Jesus</i>, LNTS 390 (T&T Clark, 2011). G. W. E. Nickelsburg, “Son of Man,” <i>Anchor Bible Dictionary</i> (6 vols.; New York: Doubleday, 1992), 6:137-142 William O. Walker, “The Son of Man: Some Recent Developments,” <i>CBQ</i> 45/4 (2006): 584-607
Week 3	The Historical Matrix for the Development of the Son of Man
Feb 9	<ul style="list-style-type: none"> Coming in of Alexander the Great to Land of Israel. The Fall out of Alexander’s Death
	<p>Activities, Assignments and/or Exams</p>

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	<ul style="list-style-type: none"> • F. Rainey and R. S. Notley, "Syrian Wars," <i>The Sacred Bridge</i> (Jerusalem: Carta Publishing, 2006), 301-304. • S. Eddy, "The Jews to 166 B.C.," <i>The King is Dead</i> (Lincoln, NE: University of Nebraska, 1961), 183-212. • John D. Grainger, <i>The Syrian Wars</i>, MnemSup 320 (Leiden: Brill, 2010), 411-419. • Secondary Literature Review 1 DUE • Topic for Term Paper and Abstract DUE
Week 4	The Martyr: Etymology, Religious Origin and Divine Retribution
Feb 16	<ul style="list-style-type: none"> • What is a martyr? • Where did it originate? • What is its religious meaning? <div style="background-color: #e0e0e0; padding: 2px;">Activities, Assignments and/or Exams</div> <ul style="list-style-type: none"> • Read: Deut 32:39-43; Testament of Moses 9-10 ; Ezekiel the Tragedian 68-89; Prayer of Azariah 14-17; Wisdom 5:1-2; Testament Job 33; 4Q Instruction (4Q471); Rev 11:1-13 • H. A. Fischel, "Martyr and Prophet" (A Study in Jewish Literature), <i>JQR</i> 37 (1947), 265-280, 363-386. • P. W. van der Horst, "Moses' Throne Vision in Ezekiel the Dramatist," <i>JJS</i> 34 (1983) 24 • Origins <ul style="list-style-type: none"> • J. D. Tabor, "Martyr, Martyrdom," <i>Anchor Bible Dictionary</i> (New York: Doubleday, 1992), 4:574 579 • Etymology: <ul style="list-style-type: none"> • D. Boyarin, "Whose Martyrdom is This, Anyway?" <i>Dying for God</i> (Stanford, CA: Stanford University Press, 1999), 93-130 • Online Discussion 1 DUE • Select Bibliography
Week 5	Hasmonean Martyrs as Saviors
Feb 23	<ul style="list-style-type: none"> • How the Hasmonians are depicted in Maccabean literature <div style="background-color: #e0e0e0; padding: 2px;">Activities, Assignments and/or Exams</div> <ul style="list-style-type: none"> • Read: 2 Macc 6:18-31; 7; 4 Macc 8-12 • G. W. E. Nickelsburg, "Religious Persecution: The Story of the Persecution and the Vindication of the Righteous," <i>Resurrection, Immortality, and Eternal Life in Intertestamental Judaism</i> (Cambridge, Mass.: Harvard University Press, 1972), 93-111. • Secondary Literature Review 2 DUE

Week 6	Parallel Developments in the Hellenistic Period: Resurrection
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Mar 2

- The origins of resurrection.

Activities, Assignments and/or Exams

- G. W. E. Nickelsburg, "Religious Persecution— Apocalyptic Texts," Resurrection, Immortality, and Eternal Life, 11-42.
- idem., "Resurrection: Early Judaism and Christianity," *Anchor Bible Dictionary* (1992), 5:684-691.
- **Online Discussion 2 DUE**

Week 7	Overview
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Mar 9

SPRING BREAK

Week 8	The Suffering of the Righteous in the Dead Sea Scrolls
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Mar 16

- The identity of the righteous in the community scrolls.
- The "righteous" ones' opinion about themselves.

Activities, Assignments and/or Exams

- Read: 1QM 12; CD 11; 1QS 3:13-4:26 (Treatise of the Two Spirits)
- M. Smith, "Ascent to the Heavens and Deification in 4Qma," *Archaeology and History in the Dead Sea Scrolls: The New York University Conference in Memory of Yigael Yadin* (ed. L. H. Schiffman; *JSPSup* 8; *JOT/ASOR Monographs* 2; Sheffield: *JOT Press*, 1990), 181-188
- idem. "Two Ascended to Heaven—Jesus and the Author of 4Q491," *Jesus and the Dead Sea Scrolls* (ed. J. H. Charlesworth; New York: Doubleday, 1992) 290-301
- J. M. Baumgarten, "Messianic Forgiveness of Sin in CD 14:19 (4Q266 10 i 12-13)," *The Provo International Conference on the Dead Sea Scrolls: Technological Innovations, New Texts, and Reformulated Issues. STDJ* 30 (eds. D. W. Parry and E. C. Ulrich; Leiden: Brill, 1999), 537-544.

Week 9	Parallel Developments in the Early Hellenistic Period: Anthropology
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Mar 23

- Jewish humanism in early Judaism and nascent Christianity.

Activities, Assignments and/or Exams

- D. Flusser, "A New Sensitivity in Judaism and the Christian Message," *HTR* 61/2 (1968), 107-127.
- **Secondary Literature Review 3 DUE**
- **1st Draft of Paper DUE**

Week 10	Ideal Figures I: The Son of Man in the Similitudes of Enoch, Daniel 7, and 4 Ezra 13
Mar 30	<ul style="list-style-type: none"> The use of the Son of Man in Similitudes, Daniel 7, and Ezra 13.
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> J. C. VanderKam, "Righteous One, Messiah, Chosen One, and Son of Man in 1 Enoch 37-71," <i>Messiah</i>, 169-191. F. H. Borsch, "Further Reflections on 'The Son of Man: The Origins and Development of the Title,'" <i>Messiah: Developments in Earliest Judaism and Christianity</i>, ed. J. H. Charlesworth (Minneapolis: Fortress, 1992), 130-144. Online Discussion 3 DUE
Week 11	Ideal Figures II: Abel the Righteous & the Beloved Son
	<ul style="list-style-type: none"> Traditions surrounding the death of Abel and the beloved son.
	Activities, Assignments and/or Exams
Apr 6	<ul style="list-style-type: none"> Read: Gen 4:1-10; (Targums Onkelos, Neophyti); Gen 4:10=2 Macc 8:3; 1 En 47:2; Ant. 1:53; 4 Macc 18:11; Wis 10:3; Matt 23: 35; Heb 11:4; 1 John 3:12; 1 Clem 3:4-4:1; 1 En 22:6-7. J. L. Kugel, "Cain and Abel," <i>Traditions of the Bible: A Guide to the Bible as it Was at the Start of the Common Era</i> (Cambridge, Mass.: Harvard University Press, 1998), 146-169. J. D. Levinson, "The Rewritten Aqedah of Jewish Tradition," <i>The Death and Resurrection of the Beloved Son</i> (New Haven: Yale University Press, 1993), 173-199. Secondary Literature Review 4 DUE
Week 12	The Son of Man in the Synoptic Gospels: Jesus' Passion Predictions
	<ul style="list-style-type: none"> The use of the Son of Man in Jesus three predictions regarding his death.
	Activities, Assignments and/or Exams
Apr 13	<ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> Prediction 1: Matt 16:21-23/Mark 8:31-33/Luke 9:22 Prediction 2: Matt 17:22-23/Mark 9:30-32/Luke 9:43-45/John 7:1 Prediction 3: Matt 20:17-19/Mark 10:32-34/Luke 18:31-34 D. Flusser, "Son of Man," <i>Jesus</i> (Jerusalem: Magnes Press, 2001), 124-133. J. Jeremias, "The Son of Man," <i>New Testament Theology</i> (London: SCM Press, 1987), 257-276. G. Vermes, "The Use of vn rb/avn rb in Jewish Aramaic," in M. Black, <i>An Aramaic Approach to the Gospels and Acts</i> (Peabody, Mass.: Hendrickson, 1998), 310-330.

Week 13	The Son of Man in the Synoptic Gospels: Son of Man as a Human Person
Apr 20	<ul style="list-style-type: none"> The Hebraic use of the Son of Man as a reference to humanity.
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> Plucking Grain on the Sabbath: Matt 12:1-8/Mark 2:23-28/Luke 6:1-5 Healing the Paralytic: Matt 9:1-8/Mark 2:1-12/Luke 5:17-26 Online Discussion 4 DUE
Week 14	The Son of Man in the Synoptic Gospels: Jesus as Eschatological Judge
Apr 27	<ul style="list-style-type: none"> The Use of the Son of Man as the end time judge. Danielic Son of Man.
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> Read: Jesus <ul style="list-style-type: none"> Before Pilate: Matt 26:64-68/Mark 14:62-65/Luke 22:67-71 Luke 9:26?; 21:27 W. Horbury, "The Messianic Associations of 'The Son of Man,'" <i>JTS</i> 36 (1985): 34-55. TERM Paper Due
Week 15	The Redemptive Suffering of the Righteous One in the Development of Christian Soteriology
May 4	<ul style="list-style-type: none"> Redemption, suffering, and salvation the early Christianity.
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> Also: 4 Macc 17:21-22=Rom 3:25; Heb 9:22 (examining the Greek text) P. Doble, "The Son of Man Saying in Stephen's Witnessing: Acts 6.8-8.2," <i>NTS</i> 31/1 (1985): 68-84. M. de Jonge, "Jesus' Death for Others and the Death of the Maccabean Martyrs," <i>Text and Testimony</i>, ed. T. Baarda, A. Hilhoust a.o. (Kampen: 1988) 142-151; reprinted in M. de Jonge, <i>Jewish Eschatology, Early Christianity and the Testaments of the Twelve Patriarchs: Collected Essays</i> (Leiden: Brill, 1991), 125-134

- **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 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.

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- **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.