

I. Course Description

A literary and socio-historical study within the context of Jewish literature of the Greco-Roman era, concentrating on Daniel, Enoch, and the Dead Sea Scrolls. The development and definition of apocalyptic literature will receive attention. A comprehensive and mature understanding of this body of literature and of the related development of various Jewish social movements and communities within the context of a global Hellenistic empire provides a basis for Christians around the world who wish to develop faithful responses to the various imperial demands of life in the world.

II. Course Objectives

- a. To develop an understanding of genre of apocalyptic literature
- b. To develop an understanding of the nature, scope and context of Jewish apocalypticism
- c. To develop an understanding of the Book of Daniel and associated works of the Apocrypha.
- d. To learn the interpretive skills related to the utilization of Daniel and associated works of the Apocrypha within the ministries of study, teaching, and preaching.

III. Contribution to MTSO's Educational Mission and Degree Outcomes

Mission. Methodist Theological School in Ohio provides theological education and leadership in pursuit of a just, sustainable and generative world.

Vision and Purpose. MTSO is a vibrant, diverse, inclusive community that faithfully engages the intersections of church, society and academy to prepare leaders for ministry and service in pursuit of a transformed world. Celebrating and appropriating the scriptures, traditions and myriad experiences of Christian faith in an open and challenging formational community, we cultivate learning for ministry and service.

The value of this course for MTSO follows from the presupposition that the use of Scripture by “a vibrant, diverse, inclusive community that faithfully engages the intersections of church, society and academy” is only possible if that same community understands and appreciates the people and the worlds around which those Scriptures were formed. This course provides a case study in the analysis of a Scriptural text within a specific historical context. In so doing it provides the basis for the treatment of this text for purposes of combatting antisemitism and for developing theological messages of peace, social justice, and liberation.

Specific Degree Goals

This vision and purpose finds expression in the stated goals of specific degree programs:

MDiv: Graduates will be able to understand, appreciate and respectfully interpret our Christian heritage so it becomes a compelling and transformative vision for the present.

MTS: Graduates will be able to read the literature of the discipline with master's level understanding

Graduates will be able to intelligently discuss the major topics of that discipline

Graduates will be able to conduct relevant research in this discipline for competent nonprofessional writing and teaching

MAPT, MACM, and MASJ: To the extent that the use of Scripture is important to the objectives of any of these degree programs, this course contributes to an approach to that body of literature compatible with MTSO's stated vision and purpose.

Connections the course has to other MTSO courses

This is one of the HB/NT 600-level courses that is recommended as a prerequisite for HB/NT 700-level courses.

IV. Textbooks

Collins, John J. *The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature*. 3rd ed. Grand Rapids: Eerdmans, 2016.

Portier-Young, Anthea E. *Apocalypse Against Empire: Theologies of Resistance in Early Judaism*. Grand Rapids: Eerdmans, 2011.

Schwartz, Seth. *The Ancient Jews from Alexander to Muhammad*. Key Themes in Ancient History. Cambridge: Cambridge University Press, 2014.

Nickelsburg, George W. E., and James C. VanderKam. *1 Enoch: The Hermeneia Translation*. Minneapolis: Fortress, 2012.

New Revised Standard Version Bible with Apocrypha.

V. Course Requirements and Assessment of Student Learning

a. This class is offered in the hybrid format so it is expected that you will have additional requirements in order to cover the material expected for a 3 credit hour course. Some of the basic material for each week's class session will be presented in a sound-embedded powerpoint lecture of about 30 minutes/week. These will be available on the Wednesday prior to the class session. You will be expected to have worked through this material in advance of each class session. There will be an opportunity to ask questions about each week's presentation.

b. One way of defining a class is to view it as a collective reading experience. There are readings assigned for each class session. This includes some primary text as well as chapters from books and articles. These readings cover a variety of issues related to apocalyptic literature so it will be very important that we read and discuss these issues in class as you move through the class assignments.

c. This means that students need to prepare questions for discussion based upon the readings. In order to prepare these questions, you will be divided into pairs (or in some cases threes) to prepare and post at least two questions for each reading, one of each of the following types:

1. Content oriented: What do you not understand? Or, What do you disagree with?

2. Implications oriented: As you started to think about the implications of what you were reading, what questions came to mind that you think warrant further discussion?

These questions will provide the basis for the class session and must be posted by 5:00 PM on the Monday evening prior to the Tuesday class session.

d. You will be required to present a 15 minute summary of one other Jewish apocalypse from the Greek and Roman eras in class. You will prepare a one-page outline of its contents to be posted for class and select one passage (i.e., chapter) that you find to be of particular significance. These presentations will be on 10/19 and 10/26. You will prepare a paper that discusses its historical context, outline of content, and issues related to its interpretation of 1250 – 1500 words (5-6 pages). Of particular significance is a discussion of its apocalyptic nature and what that means for reading it. The paper is due prior to the class session on the day it is presented. Please select one from the following listing:

Testaments of the Twelve Patriarchs (Testaments of Reuben and Levi)

The Sybilline Oracles (Book 3)

Book of Jubilees

2 Enoch

Testament of Moses

3 Baruch

Apocalypse of Abraham

Testament of Abraham

Everyone is expected to read the section in Collins, *Imagination*, concerning each text.

e. You will be required to do a paper on one of the chapters from the book of Daniel (except Chapter 1). It is recommended that you choose from chapters 2, 3, 6, 7, 8, 9, or 11, even though others can be considered including the Additions to Daniel found in the Apocrypha. This paper should be 3000-3500 words (12-14

pages) in length. This research paper should demonstrate engagement with relevant periodical literature and commentaries. Included in this paper should be attention to historical context, literary form, social analysis, rhetoric, as well as explanation of important vocabulary and images. These papers will be discussed in class on 11/16 and 11/30. To facilitate this process, the papers will be posted for discussion **by Monday night at 5:00 PM**. It is expected that every student will have read the papers in advance and will ask questions about each paper.

f. It is assumed that the papers are written in the style of *The Chicago Manual of Style* (17th ed.). Helpful supplemental information can be found in the *SBL Handbook of Style* (Second edition) 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.

g. Anyone who has studied Hebrew and wishes to read through the Hebrew text of Daniel for one additional hour of credit is welcome to do so and should contact the instructor.

h. In lieu of a final examination you will write a 500-750 word essay on the following title: List and explain at least two similarities and two dissimilarities between contemporary examples of apocalyptic compositions and those of Second Temple Judaism, based upon your study of this literature in the course. You will find a helpful discussion of contemporary apocalyptic in the article by Lorenzo DiTommaso, "Apocalypticism and Popular Culture," Chapter 28 in *The Oxford Handbook of Apocalyptic Literature*. An e-copy is available. These papers will form the basis for the final session of the class. They will be due and need to be submitted electronically by the time of the class session on December 7.

i. Consistently late weekly postings will result in a low grade for participation.

j. More than one absence may result in the loss of one letter grade. Late papers will result in the loss of one letter grade. By seminary policy more than 3 absences results in a grade of "F."

k. Auditors are expected to read the assignments and come prepared to discuss them in the same manner as those enrolled for credit. They are also expected to read the research papers and come to class prepared to discuss them.

l. Grading:

Paper #1	30%
Paper #2	40%
Class Participation	15%
Final assignment	15%

VI. Course Schedule and Format

8/24 Introduction-Terminology
Syllabus

8/31 Introduction to Jewish history in the Greek and Roman periods

Readings:

2 Maccabees

The Ancient Jews from Alexander to Muhammad, Chaps. 1 and 2

Apocalypse Against Empire, Chap. 3

9/7 Jewish history in the Greek and Roman Periods (Cont.)

1 Maccabees

The Ancient Jews from Alexander to Muhammad, Chaps. 3 and 4

Apocalypse Against Empire, Chap. 6

Select composition for first paper

- 9/14 Introduction to Apocalyptic
Readings:
Apocalyptic Imagination, Chap. 1
Apocalypse Against Empire, pp. 217-22
- 9/21 1 Enoch: Introduction
Readings:
1 Enoch 1-19, 72-82 (from *1 Enoch: The Hermeneia Translation*)
Apocalyptic Imagination, Chap. 2
Apocalypse Against Empire, Chap. 9
Veronika Bachmann, "Illicit Male Desire or Illicit Female Seduction," in *Early Jewish Writings* (e-copy)
- 9/28 1 Enoch: Continued
Readings:
1 Enoch 37-44, 83-104
Apocalyptic Imagination, Chap. 6
Apocalypse Against Empire, Chap. 10
- 10/5 The Dead Sea Scrolls
Readings:
Damascus Document I-IV; Community Rule I-IV (e-copy)
Collins, *Apocalyptic Imagination*, Chap. 5
Jörg Frey, "Apocalyptic Dualism." Chap. 16 in *The Oxford Handbook to Apocalyptic Literature* (e-copy)
- 10/19 4 Ezra
Student Presentation of Texts
Readings:
4 Ezra (2 Esdras 3-14)
Apocalyptic Imagination, pp. 240-64
Select Chapter for Daniel Paper
- 10/26 2 Baruch
Student Presentation of Texts
Readings:
2 Baruch 35-77
Apocalyptic Imagination, pp. 264-80
Matthias Henze, "Apocalypse and Torah in Ancient Judaism," Chap. 18 in *The Oxford Handbook to Apocalyptic Literature* (e-copy)
- 11/2 Introduction to Daniel
Readings:
Daniel
Apocalyptic Imagination, Chap. 3
Apocalypse Against Empire, Chap. 7
- 11/9 Daniel: Continued

Readings:

Additions to Daniel (Prayer of Azariah and the Song of the Three Jews, Susanna, Bel and the Dragon)

Nicole Tilford, "The Greek Book of Daniel," in *Women's Bible Commentary* (e-copy)

Nicole Tilford, "Susanna and Her Interpreters," in *Women's Bible Commentary* (e-copy)

Andrew M. Mbuvi, "Daniel," in *The Africana Bible* (e-copy)

Stephen Beck Reid, "The Theology of the Book of Daniel and the Political Theory of W. E. B. DuBois," in *The Recovery of Black Presence* (e-copy)

Maxine Montgomery, "The Fire This Time: Apocalypse and the African American Novel Tradition," in *African Americans and the Bible* (e-copy)

John Kampen, "The Genre and Function of Apocalyptic Literature in the African American Experience," in *Text and Experience* (e-copy)

11/16	Daniel Papers
11/30	Daniel Papers
12/7	Discussion of Final Assignment

References for Readings:

- Bailey, Randall C., and Jacquelyn Grant, eds. *The Recovery of Black Presence: An Interdisciplinary Conversation. Essays in Honor of Dr. Charles B. Copher*. Nashville: Abingdon, 1995.
- Collins, John J. ed. *The Oxford Handbook of Apocalyptic Literature*. New York: Oxford University Press, 2014.
- Newsom, Carol A., Sharon H. Ringe, and Jacqueline E. Papsley, eds. *Women's Bible Commentary*. 3rd ed. Louisville: Westminster John Knox, 2012
- Page, Hugh R., Jr., ed. *The Africana Bible: Reading Israel's Scriptures from Africa and the African Diaspora*. Minneapolis: Fortress, 2010.
- Schuller, Eileen, and Marie-Therese Wacker, eds. *Early Jewish Writings. The Bible and Women: An Encyclopedia of Exegesis and Cultural History* 3.1; Atlanta: SBL, 2017).
- Smith-Christopher, Daniel, ed. *Text and Experience: Towards a Cultural Exegesis of the Bible*. Sheffield: Sheffield Academic Press, 1995.
- Wimbush, Vincent, ed. *African Americans and the Bible: Sacred Texts and Social Textures*. New York: Continuum, 2000.

Selected Bibliography:

Jewish History of the Period (Introductory Bibliography)

- Fiensy, David A., and James Riley Strange, eds. *Galilee in the Late Second Temple and Mishnaic Periods*. 2 vols. Minneapolis: Fortress, 2014-15.
- Lapin, Hayim. *The Rabbis as Romans: The Rabbinic Movement in Palestine, 100-400 CE*. New York: Oxford University Press, 2012.
- Magness, Jodi. *The Archaeology of the Holy Land: From the Destruction of Solomon's Temple to the Muslim Conquest*. Cambridge: Cambridge University Press, 2012.
- . *Stone and Dung, Oil and Spit: Jewish Daily Life in the Time of Jesus*. Grand Rapids: Eerdmans, 2012.
- Meyers, Eric M., and Mark A. Chancey. *From Alexander to Constantine: Archaeology of the Land of the Bible*. AYBRL 3. New Haven: Yale University Press, 2012.
- Schwartz, Seth. *Imperialism and Jewish Society, 200 B.C.E. to 640 C.E.* Princeton: Princeton University Press, 2001.

Reference Volumes:

Brook, George J., and Charlotte Hempel, eds. *T & T Clark Companion to the Dead Sea Scrolls*. London: T & T Clark, 2019

Collins, John J., ed. *The Encyclopedia of Apocalypticism*. 3 vols. New York: Continuum, 1998

----- . *The Oxford Handbook of Apocalyptic Literature*. New York: Oxford University Press, 2014

Collins, John J., and Daniel C. Harlow, eds. *The Eerdmans Dictionary of Early Judaism*. Grand Rapids: Eerdmans, 2010

Freedman, David Noel, ed. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992

Henze, Matthias, and Rodney A. Werline, eds. *Early Judaism and its Modern Interpreters*. 2nd ed. Minneapolis: Fortress, 2020

Lim, Timothy H. and John J. Collins, eds. *The Oxford Handbook of the Dead Sea Scrolls*. Oxford: Oxford University Press, 2010

McAllister, Colin, ed. *The Cambridge Companion to Apocalyptic Literature*. Cambridge: Cambridge University Press, 2020

Sakenfeld, Katharine Doob, ed.. *The New Interpreters Dictionary of the Bible*. 6 vols. Nashville: Abingdon, 2006-09

Additional Text Editions:

Black, M. *The Book of Enoch or I Enoch: A New English Edition*. SVTP 7. Leiden: Brill, 1985.

Charles, R. H. (ed.) *The Apocrypha and Pseudepigrapha of the Old Testament*. 2 vols. Oxford: Clarendon, 1913.

*Charlesworth, James H. (ed.) *The Old Testament Pseudepigrapha*. 2 vols. Garden City: Doubleday, 1983-85.

Knibb, M. A. *The Ethiopic Book of Enoch*. 2 vols. Oxford: Clarendon, 1978.

Milik, J. T. *The Books of Enoch: Aramaic Fragments of Qumran Cave 4*. Oxford: Clarendon, 1976.

Nickelsburg, George W. E. and James C. VanderKam, *1 Enoch: The Hermenia Translation*. Minneapolis: Fortress, 2012.

*Sparks, H. F. D. (ed.) *The Apocryphal Old Testament*. Clarendon: Oxford, 1984.

Stone, Michael E., and Matthias Henze. *4 Ezra and 2 Baruch: Translations, Introductions, and Notes*. Minneapolis: Fortress, 2014

VanderKam, James C., ed. *The Book of Jubilees*. 2 vols. Leuven: Peeters, 1989

----- . *Jubilees: The Hermeneia Translation*. Minneapolis: Fortress, 2020

Apocalyptic Literature with emphasis on 1 Enoch (very selective)

Bloch, J. *On the Apocalyptic in Judaism*. JQRMS 2. Philadelphia: Dropsie College, 1952

Boccaccini, Gabriele. *Beyond the Essene Hypothesis: The Parting of the Ways between Qumran and Enochic Judaism*. Grand Rapids: Eerdmans, 1998

----- , ed. *Enoch and Qumran Origins: New Light on a Forgotten Connection*. Grand Rapids: Eerdmans, 2005

----- , ed. *Enoch and the Messiah Son of Man. Revisiting the Book of Parables*. Grand Rapids: Eerdmans, 2007

Boccaccini, Gabriele, and Giovanni Ibba, eds. *Enoch and the Mosaic Torah: The Evidence of Jubilees*. Grand Rapids: Eerdmans, 2009

Collins, John J. *The Scepter and the Star: The Messiahs of the Dead Sea Scrolls and Other Ancient Literature*. New York: Doubleday, 1995

Cook, Stephen L. *The Apocalyptic Literature. Interpreting Biblical Texts*. Nashville: Abingdon, 2003

Gruenwald, I. *Apocalyptic and Merkavah Mysticism*. Leiden: Brill, 1980

Hanson, Paul D. *The Dawn of Apocalyptic*. Philadelphia: Fortress, 1975

Hellholm, David (ed.) *Apocalypticism in the Mediterranean World and the Near East: Proceedings of the International Colloquium on Apocalypticism. Uppsala, August 12-17, 1979*. 2d ed. Tübingen: J. C. B. Mohr (Paul Siebeck), 1989

- Hengel, M. *Judaism and Hellenism: Studies in Their Encounter in Palestine during the Early Hellenistic Period*. Tr. J. Bowden. 2 vols. Philadelphia: Fortress, — — 1974
- Henze, Matthias, and Gabriele Boccaccini, eds. *Fourth Ezra and Second Baruch: Reconstruction after the Fall*. JSJSup 164. Leiden: Brill, 2013
- Himmelfarb, M. *Ascent to Heaven in Jewish and Christian Apocalypses*. New York: Oxford University Press, 1993
- . *Tours of Hell: An Apocalyptic Form in Jewish and Christian Literature*. Philadelphia: Fortress, 1983
- Hogan, Karina Martin. *Theologies in Conflict: Wisdom, Debate, and Apocalyptic Solution*. JSJSup 130. Leiden: Brill, 2008
- Horsley, Richard A. *Revolt of the Scribes: Resistance and Apocalyptic Origins*. Minneapolis: Fortress, 2010
- Koch, Klaus. *The Rediscovery of Apocalyptic*. Trans. Margaret Kohl. SBT 2/22. Naperville: Alec R. Allenson, 1972.
- Levenson, Jon D. *Resurrection and the Restoration of Israel: The Ultimate Victory of the God of Life*. New Haven: Yale University Press, 2006
- Murphy, Frederick J. *Apocalypticism in the Bible and Its World: A Comprehensive Introduction*. Grand Rapids: Baker, 2012
- — —. *The Structure and Meaning of Second Baruch*. SBLDS 78. Atlanta: Scholars Press, 1985
- *Nickelsburg, George W. E. *1 Enoch 1: A Commentary on the Book of 1 Enoch, Chapters 1-36; 81-108*. Hermeneia. Minneapolis: Fortress, 2001
- *Nickelsburg, George W. E., and James C. VanderKam. *1 Enoch 2: A Commentary on the Book of 1 Enoch Chapters 37-82*. Hermeneia. Minneapolis: Fortress, 2012
- Rowland, C. *The Open Heaven: A Study of Apocalyptic in Judaism and Christianity*. New York: Crossroad, 1982
- Rowley, H. H. *The Relevance of Apocalyptic: A Study of Jewish and Christian Apocalypses from Daniel to Revelation*. Rev ed. New York: Association, 1963
- Russell, D. S. *The Method and Message of Jewish Apocalyptic, 200 B.C.-A.D. 100*. Philadelphia: Westminster, 1964
- Sacchi, Paolo. *Jewish Apocalyptic and Its History*. Sheffield: Sheffield Academic Press, 1997 (English translation of 1990 Italian work)
- Schmithals, W. *The Apocalyptic Movement: Introduction and Interpretation*. Tr. J. E. Steely. Nashville: Abingdon, 1975
- Stone, Michael. *Scriptures, Sects and Visions: A Profile of Judaism from Ezra to the Jewish Revolts*. Philadelphia: Fortress, 1980
- Stuckenbruck, Loren. *1 Enoch 91-108*. Berlin: de Gruyter, 2007
- *VanderKam, James C. *Jubilees: A Commentary on the Book of Jubilees*. 2 vols. Hermeneia. Minneapolis: Fortress, 2018

Daniel

- (Note extensive bibliography in the Hermeneia commentary by Collins and the OTL by Newsom)
- Adeyemo, Tokunboh. "Daniel." In *Africa Bible Commentary*. Ed., Tokunboh Adeyemo. Grand Rapids: Zondervan, 2006. Pp. 989-1012.
- Berrigan, D. *Daniel: Under the Siege of the Divine*. Farmington: Plough, 1998
- Braverman, Jay. *Jerome's Commentary on Daniel*. CBQMS 7. Washington: CBA, 1978 BS1555.H453 B7
- Brooke, Lester G. *Daniel Evokes Isaiah: Allusive Characterization of Foreign Rule in the Hebrew-Aramaic Book of Daniel*. London: Bloomsbury, 2015
- Calvin, John. *Commentaries on the Book of the Prophet Daniel*. Trans. Thomas Myers. Grand Rapids: Eerdmans, 1948
- Charles, R. H. *A Critical and Exegetical Commentary on the Book of Daniel*. Oxford: Clarendon, 1929
- Collins, John J. *Daniel*. Hermeneia. Minneapolis: Fortress, 1993

- . *Daniel: With an Introduction to Apocalyptic Literature*. FOTL 10. Grand Rapids: Eerdmans, 1984 Ref BS491.2 .H4 v.22
- Collins, John J. and Peter W. Flint. *The Book of Daniel: Composition and Reception*. 2 vols. VTSup 133. Leiden: Brill, 2001 BS1555.2 .B65 2002
- Davies, Philip R. *Daniel*. Sheffield: JSOT Press, 1985.
- Gammie, J. *Daniel*. Atlanta: John Knox, 1983
- Goldingay, John E. *Daniel*. Word Biblical Commentary. Rev. ed. Grand Rapids: Zondervan, 2019 Waco: Word, 1989. Ref BS491.2 .W67 v.30
- Gowan, D. E. *Daniel*. AOTC. Nashville: Abingdon, 2001 BS1555.52 .G69 2001
- Hartman, Louis F. and Alexander A. di Lella. *The Book of Daniel*. AB 23. Garden City: Doubleday, 1978. Ref BS192.2 .A1 1964 v.23
- Heaton, E. W. *The Book of Daniel*. Torch. London: SCM, 1956
- LaCocque, André. *The Book of Daniel*. Tr. David Pellauer. 2nd ed. Atlanta: John Knox, 2018. BS1555.3 .L313 1979
- Mbuvi, Andrew M. "Daniel." In *The Africana Bible: Reading Israel's Scriptures from Africa and the African Diaspora*. Minneapolis: Fortress, 2010. Pp. 273-79.
- Montgomery, J. A. *Daniel*. ICC. New York: Charles Scribner's Sons, 1927 Ref BS511 .I6 v. 17 v.17
- Moore, Carey A. *Daniel, Esther and Jeremiah: The Additions*. AB 44. Garden City: Doubleday, 1977
- Pace, Sharon. *Daniel*. Macon: Smyth & Helwys, 2008. BS1555.53 .P33 2008
- Porteous, N. W. *Daniel*. Philadelphia: Westminster, 1965. Ref. BS491.2 .O4 v.2
- Reddit, P. L. *Daniel, A Commentary*. NCBC. Sheffield: Sheffield Academic Press, 1999
- Reid, Stephen Breck. *Enoch and Daniel: A Form Critical and Sociological Study of Historical Apocalypses*. Bibal Monograph Series 2. Berkeley: Bibal, 1988
- Smith-Christopher, Daniel. "The Book of Daniel" and "The Additions to Daniel" in *The New Interpreter's Bible* (Nashville: Abingdon, 1996) 7:19-194. Ref BS491.2 .N484 1994 v.7
- Towner, Sibley W. *Daniel*. Interpretation. Atlanta: John Knox, 1984 Ref BS491.2 .I573 v.24

Qumran:

Recent Text Collections:

- Abegg, Martin, Jr., Peter Flint and Eugene Ulrich, *The Dead Sea Scrolls Bible: The Oldest Known Bible Translated for the First Time into English*. San Francisco: Harper San Francisco, 1999
- Discoveries in the Judaean Desert (DJD). 40 volumes containing the initial publication of the majority of the Qumran texts, published by Clarendon Press, Oxford.
- Lim, T. in consultation with P. Alexander. *The Dead Sea Scrolls: Electronic Reference Library*. Oxford: Oxford University Press/Leiden: Brill, 1997.
- Martínez, Florentino García and Eibert J. C. Tigchelaar. *The Dead Sea Scrolls: Study Edition* (2 vols.; Leiden: Brill/Grand Rapids: Eerdmans, 1997-98) -
- Parry, Donald W., and Emanuel Tov, eds. *The Dead Sea Scrolls Reader*. 2d ed. 2 vols. Leiden : Brill, 2014.
- Tov, Emanuel, ed. *The Dead Sea Scrolls Electronic Library*. Rev. ed. Leiden: Brill/Provo: Brigham Young University, 2006.
- Vermes, Geza. *The Complete Dead Sea Scrolls in English*. Rev. ed. New York: Penguin, 2004
- Wise, Michael, Martin Abegg, Jr., and Edward Cook. *The Dead Sea Scrolls: A New Translation*.

VII. MTSO Standard Syllabus Statements

Carefully review these policies and refer to the MTSO Academic Catalog / Student Handbook for additional details.

ADA / Disability Services

MTSO supports students of special populations in their efforts to reach their potential by encouraging self-advocacy and facilitating student accommodations, empowering students to help themselves, and

providing the safe environment in which to do so. We commit to an inclusive learning environment and will support reasonable, documented requests for accommodations and learning adaptations. To request a reasonable accommodation, contact the director of student services at klofrumento@mtso.edu. For more information regarding 504/ADA Compliance, contact the ADA/504 coordinator at kdickson@mtso.edu.

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 fail a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may fail the course if they are absent for 25% of class meetings (including online meetings).

Course credits	1 credit	1.5 credits	2 credits	3 credits
25%	3 hours	4.4 hours	5.8 hours	8.8 hours

Electronic Devices

As an institution dedicated to the advancement of learning, MTSO is firmly committed to a philosophy of mutual respect. To that end, we have established a policy regarding the use of mobile phones, computers, tablets, and other electronic devices. Instructors have the right to impose appropriate grading penalties for excessive classroom disruptions due to these devices.

All electronic devices should be silenced during class. Unless there is an emergency requiring immediate attention, phone calls should be returned during classroom breaks in an area of the building that is not disruptive to other classes. The noise created by playing audio equipment so that others can hear it, or by using mobile phones in areas where others are attempting to study or to do research is disruptive.

Notebook and tablet computers have become commonplace in the classroom. However, the use of such devices should be restricted to course-related purposes. General browsing of the Internet or engaging in email or social network conversations during class time is inappropriate.

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 inclusive language policy, all students are expected to use gender inclusive or gender neutral language in their writing and in classroom discussions when referring to human beings. Inclusive language is carefully and deliberately chosen to break barriers of exclusivity. It is for everyone and against no one. It focuses on the message given by guarding against inaccuracy in the vocabulary of the sender. Inclusive language is an intentional attempt to communicate in a universal way.

Grading Scale

MTSO’s grading scale uses letter grades (A, B, C, D and F, with plusses and minuses as appropriate).

Outstanding work			Substandard but passing work		
A+	4.0	>=97%	D+	1.3	67%-69.9%
A	4.0	93%-96.9%	D	1.0	60%-66.9%
A-	3.7	90%-92.9%	D-	<i>not used</i>	

Good work			Failing work	
B+	3.3	87%-89.9%	F	0.0
B	3.0	83%-86.9%		
B-	2.7	80%-82.9% (<i>lowest pass for D.Min.</i>)		
Work meets minimum standards			Other grades	
C+	2.3	77%-79.9%	P	Pass (equates to C- or higher)
C	2.0	73%-76.9%	WP	Withdrawn Passing
C-	1.7	70%-72.9%	WF	Withdrawn Failing
			IP	In Progress
			I or EX	Incomplete / Extension
			AU	Audit

Pass/Fail Grading Option

Within certain limits, a student may complete up to nine credit hours at MTSO on a pass/fail basis, rather than for a letter grade (A, B, C, D or F). Dual degree students may take three additional hours pass/fail. All students seeking ordination are encouraged to check with their annual conferences (or appropriate judicatory) before exercising the pass/fail option in any courses, since they may have limitations on pass/fail courses that are different from those prescribed by MTSO.

The deadline for pass/fail applications is the end of the second week of the course. For weekend courses, the deadline is prior to the second weekend. For intensive courses, the deadline is by the end of the second day of class. Requests should be made with the Application for Pass/Fail Credit or via email showing faculty advisor approval. Requests to change to pass/fail grading in a course received after the deadline for these requests will not be accepted. Once a course has been changed to pass/fail, the course may not be reverted to standard letter grading. When exercising the pass/fail option, to receive a grade of pass the student must do at least the equivalent of C- work in the course. For example, if the student opts for pass/fail grading and his or her performance in the course would have earned a D+ grade and would have earned the student credit for the course within the letter grade system the student will fail the course and will not receive credit.

Incomplete Grades

The grade of I (Incomplete) may be used under special circumstances on a temporary basis when a student needs additional time on course assignments. To receive a temporary course grade of Incomplete, students must petition the professor, their faculty advisor, and the dean. Students must complete the petition and obtain the appropriate signatures unless they are physically unable. The completed petition must be delivered to Academic Affairs before the last day of regularly scheduled classes (before finals week) as listed on the Academic Calendar. It is strongly recommended that students deliver the petition to Academic Affairs for review at least one week prior to this deadline as lack of sufficient lead time may result in the denial of the petition. The dean may ask to confer directly with the student, faculty advisor, and/or instructor before making a decision.

The date by which all course work must be completed will be no later than four weeks after the last day of the term as listed on the Academic Calendar. For incomplete courses in which a new letter grade has not been submitted after one week has passed from the date by which all course work was to be completed, the grade will be recorded as an F.

Grade Changes and Appeals

Students who believe that they have not been graded fairly should first speak to the instructor who gave the grade. If, after this conversation, the student still believes that the grade is unfair, the student may file

a written appeal with the dean, within 30 days of having received the grade, and set forth the reasons for the appeal. The dean will consult with both the student and the instructor. If the dean finds grounds to support the student's claim that the grade is unfair, the dean may modify the grade. The dean will render the decision regarding the appeal in writing.

Faculty members may change grades within 30 days after the final grade deadline for the term in which the course was taken. After the 30-day period, no grades will be changed unless there is a petition because of extenuating circumstances.

Documenting written work at MTSO

All written work submitted for courses at MTSO must conform to the Note-Bibliography style in the Chicago Manual of Style (17th edition) or, for MACM students, the American Psychological Association (6th edition). A standardized format enables the readers to have full and immediate information concerning works cited and consulted by the writer. The format must be followed consistently throughout the paper, including footnotes, endnotes, in-line notes, and bibliography. Mixing the two styles in the same paper is not permitted. Papers not conforming to a proper and consistent style may be returned to the writer for a re-write or with a grade that reflects failure to follow the required format. If you have questions, please consult with the school's writing instructor, the dean, or a faculty member.

Instructors may designate one of the two styles as mandatory for assignments in a course. Papers not conforming to a proper and consistent style may be returned to the writer for a re-write or with a grade that reflects failure to follow the required format. If you have questions, please consult with the school's writing instructor, the dean, or a faculty member.

For a helpful discussion of how to avoid academic misconduct, see the Purdue University Online Writing Lab (OWL) website at <https://owl.english.purdue.edu/owl/resource/589/02>.

Academic Misconduct Policy

Freedom of inquiry and expression are essential to the educational process, but this freedom must operate within a system of order. Accordingly, academic misconduct in any form will not be tolerated and may result in failure of course work or other sanctions up to and including expulsion.

The following are specific (but not all-inclusive) examples of academic misconduct:

1. Cheating on examinations of any kind by whatever means, including preparation for an examination by means of obtaining copies of examination, past or present, and copying from other students.
2. Use of oral and/or written private research of a paid or voluntary person and representing this work as one's own, whether within the classroom or in any context of the academic program.
3. Borrowing without attribution (plagiarism or misuse of sources) from published and unpublished works, including writings and media in any format taken from websites, apps, and other online sources. Plagiarism is defined for these purposes in a broad rather than a narrow sense and therefore is not limited to definitions found in Civil Law which apply to Copyright Laws, the commercial reproduction of books, articles, images, and audio and video recordings.

This policy applies not only to the production of written assignments, but also to oral, electronic, and digital work presented in any format. Students are always expected to attribute clearly and explicitly work that is the intellectual and creative property of others.

Sanctions for Academic Misconduct

When academic misconduct has been established to a faculty member's satisfaction, the faculty member may assign the student a failing grade on the assignment or in the course, and may recommend stronger sanctions to the dean.

Faculty members are required to report all incidences of academic misconduct to the dean. The instructor must submit documentation of academic misconduct to the dean and to the student. The dean's determination of whether academic misconduct occurred is not subject to appeal. If the dean determines that no violation has been committed, the dean will address with the faculty member penalties imposed in the class. The dean may impose additional sanctions to the student beyond those given by the instructor (e.g., required meetings with the writing instructor, reprimand, probation, suspension or dismissal). Sanctions will be communicated by the dean to the student and to the student's faculty advisor in writing with copies of all communications and documentation retained in the student's permanent record.

If a student is found to have committed academic misconduct a second time, the dean will typically impose the sanctions of suspension or dismissal. The dean shall initiate any suspension or dismissal for academic misconduct by giving the student written notice specifying the charge against the student and the sanctions imposed. The dean may in some circumstances meet with the student to communicate the charges and discipline prior to formal written communication.

Academic misconduct disciplinary appeals process

If a student wishes to appeal the sanctions imposed by the dean, the student shall inform the dean in writing within 14 days from the date contained in the dean's notification of sanctions.

The appeal shall be scheduled for hearing by an executive session of the Academic Affairs Committee of the School on or before the date of the Academic Affairs Committee's next regularly scheduled meeting. If a member of the Academic Affairs Committee must recuse themselves due to a conflict of interest, the Chair will ask another member of the Executive Faculty to serve in an *ad hoc* capacity, starting with members of the Faculty Personnel and Student Review Committees. The student shall have the right to present evidence of extenuating circumstances which would warrant leniency.

The Committee shall deliberate in private session and will decide by majority vote to accept, reject, or amend the discipline recommendation by the dean. The decision of the Committee shall be communicated in writing with documentation retained in the student's permanent record.

VIII. Supporting Materials (optional)

- Bibliography (*must conform to the Note-Bibliography style in the Chicago Manual of Style (17th edition) or, for MACM students, the American Psychological Association (6th edition).*)
- Additional Guidelines