

# ACTS

## SEMINARIES

### Associated Canadian Theological Schools of Trinity Western University

#### BIB 692 LS – Special Topic

#### The Books of Maccabees: Texts and Significance

Robert J. V. Hiebert, PhD, and colleagues  
Professor of Old Testament  
Spring - 2021  
3 credit hours  
Prerequisite: Two Greek courses

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Course Dates: May 1 – July 31, 2021  
Class Days: May 17 – 21, 2021  
Class Time: 8:30 a.m. – 12:30 p.m.\*  
\*Pacific Daylight Saving Time

Note: This course will be delivered via live-streaming. Students will be able to participate through interactive online live-streaming of class sessions. Please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

#### **I. Course Description**

This course will focus on the four books of Maccabees that appear in some Greek manuscripts (including Codexes Alexandrinus, Sinaiticus, and Venetus) and other early versions. It will deal with pertinent textual, philological, literary, historical, and theological issues. The significance of these books for both Jewish and Christian religious traditions will also be considered. Class sessions will be led by members of the John William Wevers Institute for Septuagint Studies who are preparing publications on the various books of Maccabees: Jonathan Numada and Don Chang – 1 Maccabees; Andrew Krause – 2 Maccabees; Cameron Boyd-Taylor – 3 Maccabees; Robert Hiebert – 4 Maccabees.

#### **II. Objectives**

By the end of this course, each student should:

- 1) demonstrate knowledge of the content the four books of Maccabees;
- 2) evince developing competence in working with their Greek texts;
- 3) be conversant with the periods of Graeco-Roman / Second Temple history that constitute the temporal contexts for these books;
- 4) exhibit increasing awareness of the literary and theological factors that were involved in how they came to be shaped;

- 5) give evidence of an appreciation of the significance of these books within Hellenistic and rabbinic Judaism and their influence on Christian theology and literature;
- 6) demonstrate growing knowledge of, and make use of, appropriate tools and resources for research on this area of study.

### **III. Course Textbooks and Readings**

*A New English Translation of the Septuagint*. Edited by A. Pietersma and B. Wright. 1-4 Maccabees. Pages 478-541. New York / Oxford: Oxford University Press, 2007. Updated 2009 electronic edition available at <http://ccat.sas.upenn.edu/nets/edition/>.

Josephus. *Jewish Antiquities*. Volume 5. Books 12-13. Translated by Ralph Marcus. LCL 365. Cambridge: Harvard University Press, 1943. Available online via the TWU library: Go to Articles and Databases, Loeb Classical Library, Josephus *Jewish Antiquities*.

Josephus. *Jewish Antiquities*. Volume 6. Book 14. Translated by Ralph Marcus and Allen Wikgren. LCL 489. Cambridge: Harvard University Press, 1943. Available online via the TWU library: Go to Articles and Databases, Loeb Classical Library, Josephus *Jewish Antiquities*.

Josephus. *The Jewish War*. Volume 1. Books 1-2. Translated by H. St. J. Thackeray. LCL 203. Cambridge: Harvard University Press, 1927. Available online via the TWU library: Go to Articles and Databases, Loeb Classical Library, Josephus *The Jewish War*.

*Septuaginta: Id est Vetus Testamentum graece iuxta LXX interpretes edidit Alfred Rahlfs*. Robert Hanhart, rev. ed. Pages 1039-1184. Stuttgart: Deutsche Bibelgesellschaft, 2006.

Tcherikover, Victor. *Hellenistic Civilization and the Jews*. Peabody: Hendrickson, 1999.

### **IV. Course Assignments**

Typically, a student is expected to spend approximately 40 hours to complete the work necessary to earn 1 semester hour of credit, hence 120 hours for a 3 credit course. This includes time spent in class, and participation in all five class sessions is required. All assignments must be completed in order to receive credit for this course. Those that have not come in by August 4, 2021 will not be accepted.

Several kinds of assignments have been created to help students work through the required material and to acquire the skills that are necessary for the responsible interpretation of these books.

1) Readings, Class Participation, Reading Statement:

Read the Greek text of the books of Maccabees in Rahlfs' edition along with the corresponding pages in NETS, the English text of Josephus, *Antiquities*, Books 12-14 and *Jewish War*, Books 1-2, and the book by Tcherikover. In class, we will be using the Göttingen editions of 1-3 Maccabees and the forthcoming Göttingen edition of 4 Maccabees when discussing particular sections of text. A list of passages that will be the focus of class discussions will be sent out in March, and students should connect via Zoom for classes during the week of May 17-21 prepared to read and discuss those passages. Submit **Reading Statement** (p. 11 of this syllabus) on **May 31**.

2) Word Study Paper

Among the words in books of Maccabees are those of the ἐπικρατ\* root, the παρανομ\* root, and νόμιμος. Pick **one** of these roots and study it in its various contexts in the books of Maccabees, investigating the kinds of connotations they have in those places. Do some exploration in TLG to see how the Greek term was used in Greek literature prior to, or contemporaneously with, the Maccabean corpus. Determine whether its usage in the books of Maccabees comports with its usage elsewhere or whether there are distinctive nuances in the books we are studying in this course. Write up the results of your research in a **1000 word** paper (excluding footnotes and bibliography). Due **May 31**.

3) Class Presentation and Commentary Paper

Prepare a philological commentary in accordance with **SBLCS Guidelines** (to be provided) on a section of the Greek text of one of the books of Maccabees, a section that is at least fifteen verses in length. The focus of this commentary should be on the text-as-produced in contrast to the text-as-received. Students should “provide an overview of the results of their literary and thematic analysis, with a view to capturing what is characteristic of the work” (Guidelines §4.2.1(ii)), deal with the text’s “lexicon, syntax, and textual-linguistic makeup” in order to “evaluate the text with respect to models of textual production” in other contemporaneous, non-translation literature (§ 4.2.3.1(ii)), “address questions of form and genre” with respect to other contemporaneous literature (§4.2.4.1(ii)), “focus on identifiable and characteristic features of the text (§4.2.5.1(ii)), and, where relevant, “draw attention to Greek rhetorical conventions” that pertain to matters such as “word choice...melodious arrangement of words...and the figures of speech in which the words are set” (§4.2.5.2(ii)). This paper should be **4000 words** in length (excluding footnotes and bibliography). Students will prepare a **preliminary 20 minute presentation** for the final class session (**May 21**) in which they identify the passage they have chosen, describe some of the key problems that will need to be addressed and the research strategies they plan to employ. Final paper is due on **June 30**.

4) Research Paper

Select a research topic from a number of subject areas pertaining to the study of the books of Maccabees. Possibilities include:

- Josephus and the books of Maccabees as sources for understanding the Jewish situation in the hellenistic period in general, or during the period of Seleucid domination in particular.
- Antiochus IV as portrayed in the books of Maccabees and in other sources (e.g., Polybius, Diodorus, Livy).
- 3 Maccabees and Aristeas as sources for understanding the Jewish situation in Ptolemaic Egypt.
- Connections between the books of Maccabees and Daniel.
- Politics, theology, and the rulers of the Hasmonean dynasty.
- Influence of hellenism on the Jews of Judaea.
- Influence of hellenism on the Jews of Egypt.
- Politics, theology, and the emergence of Jewish sects.
- Importance of 2 and 4 Maccabees in the development of the genre of martyrology.
- Books of Maccabees in Jewish reception history.
- Books of Maccabees in Christian reception history.

- Influence of Greek philosophical ideas on 4 Maccabees.
- Comparison of 2 and 4 Maccabees in regard to perspectives on the afterlife/eschatology.

Be sure to discuss your idea regarding a paper topic with your professors before you begin your research in order to ensure that the focus of your investigation is appropriately delimited in scope. Then write a **3500 word** paper (excluding footnotes and bibliography) that is carefully researched, well written, properly formatted and footnoted, and includes an outline / table of contents (the headings of which appear in the body of the paper as well) and a bibliography of works consulted and cited. Only reputable books and journals/periodicals should be consulted, and at least **ten** such sources should be used in this paper. Citation or other use of sources must be scrupulously documented. Due **July 31**.

#### Notes:

1. The grades for written assignments will be based on both their content and the quality of the student's writing.
2. Plagiarism in submitted assignments must be avoided. Penalties may range from receiving an F on the paper to failing the entire course.

#### Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.

B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

### **Grade Allocations**

1. Readings, Class Participation (May 17-21), Reading Statement (May 31) .....	10%
2. Word Study Paper (May 31).....	15%
2. Class Presentation (May 21) and Commentary Paper (June 30) .....	40%
3. Research Paper (July 31).....	35%

### **V. Submission of Assignments**

Written assignments should be submitted as Word documents.

### **VI. Course Outline**

May 1-16	Readings: LXX 1-4 Maccabees, pp. 1039-1184; NETS, pp. 478-541; Josephus, <i>Antiquities</i> , Books 12-14; <i>Jewish War</i> , Books 1-2. Tcherikover, Preface, Introduction, Part I.
May 17	Introductions; 1 Maccabees 2: Jonathan Numada and Don Chang.
May 18	2 Maccabees 2:19-3:40 (with special emphasis on 2:19-32): Andrew Krause.
May 19	3 Maccabees 1:8-2:24; 2:25-33; 3:11-30: Cameron Boyd-Taylor.
May 20	4 Maccabees 1:7-27; 5:1-38; 6:26-30; 17:11-22: Robert Hiebert.
May 21	Student Presentations; Conclusions.
May 17-31	Tcherikover, Part II, Appendices. Submit Reading Statement.

June 30 Due date for Commentary Paper.  
 July 31 Due date for Research Paper.

## **VII. Select Bibliography**

- Aitken, James K., ed. *The T&T Clark Companion to the Septuagint*. London: Bloomsbury T&T Clark, 2015: pp. 261-319.
- Bar-Kochva, Bezalel. *Judas Maccabaeus: The Jewish Struggle against the Seleucids*. Cambridge: CUP, 1989.
- Bartlett, J. R. *The First and Second Books of the Maccabees*. Cambridge: CUP, 1973.
- Bickermann, E. *The God of the Maccabees: Studies in the Origin and Meaning of the Maccabean Revolt*. Leiden: Brill, 1979.
- Collins, John J. *Between Athens and Jerusalem: Jewish Identity in the Hellenistic Diaspora*. Grand Rapids: Eerdmans, 2000.
- Collins, John J. *Daniel, First Maccabees, Second Maccabees: with an excursus on the apocalyptic genre*. Old Testament Message 15. Wilmington: Michael Glazier, 1981.
- deSilva, David A. *Introducing the Apocrypha: Message, Context, and Significance*. 2<sup>nd</sup> ed. Grand Rapids: Baker Academic, 2018.
- Fischer, Thomas, and Hugh Anderson. "Maccabees, Books of." In *Anchor Yale Bible Dictionary*. Vol. 4. Edited by David N. Freedman. New York: Doubleday, 1992: pp. 438-454.
- Grabbe, Lester. *Judaism from Cyrus to Hadrian*. London: SCM Press, 1992.
- Hadas, Moses, ed. and trans. *Aristeas to Philocrates (Letter of Aristeas)*. Eugene: Wipf & Stock, 1951, 2007.
- Hadas, M., ed. and trans. *The Third and Fourth Books of Maccabees*. Jewish Apocryphal Literature. New York: Ktav, 1951.
- Hengel, Martin. *Judaism and Hellenism: Studies in their Encounter in Palestine during the Early Hellenistic Period*. 2 vols. Philadelphia: Fortress, 1974.
- Henten, J. W. van. *The Maccabean Martyrs as Saviours of the Jewish People: A Study of 2 and 4 Maccabees*. JSJSup 57. Leiden: Brill, 1997.
- Holladay, Carl R. *Fragments from Hellenistic Jewish Authors*. Volume 1: *Historians*. Texts and Translations 20. Pseudepigrapha Series 10. Chico: Scholars Press, 1983.
- Honigman, Sylvie. *Tales of High Priests and Taxes: The Books of the Maccabees and the Judean Rebellion against Antiochus IV*. Oakland: University of California Press, 2014, 2021.
- Karrer, Martin, and Wolfgang Kraus, eds. *Septuaginta Deutsch: Erläuterungen und Kommentare zum griechischen Alten Testament*. Vol. 1: *Genesis bis Makkabäer*. Stuttgart: Deutsche Bibelgesellschaft, 2011: pp. 1353-1475.
- Kasher, Aryeh. *The Jews in Hellenistic and Roman Egypt: The Struggle for Equal Rights*. Tübingen: Mohr Siebeck, 1985.
- Kreuzer, Siegfried, ed. *Introduction to the Septuagint*. Translated by David A. Brenner and Peter Altmann. Waco: Baylor University Press, 2019: pp. 265-294.
- Nickelsburg, G. W. E. *Jewish Literature between the Bible and the Mishnah*. 2<sup>nd</sup> ed. Minneapolis: Fortress, 2005.
- Peterson, S. "Martha Shamoni: A Jewish Syriac Rhymed Liturgical Poem about the Maccabean Martyrdoms (Sixth Maccabees)." PhD diss., University of Pennsylvania, 2006.
- Rajak, Tessa. *Translation & Survival: The Greek Bible of the Ancient Jewish Diaspora*. Oxford: OUP, 2009.

- Schürer, Emil. *The History of the Jewish People in the Age of Jesus Christ (175 B.C. – A.D. 135)*. Revised English edition edited by Geza Vermes, Fergus Millar, Matthew Black, and Martin Goodman. 3 vols. in 4. Edinburgh: T. & T. Clark, 1973-1987.
- Schwartz, Daniel R. *2 Maccabees*. Berlin: Walter de Gruyter, 2008.
- Septuaginta: Vetus Testamentum Graecum Auctoritate Academiae Scientiarum Gottingensis editum*. Vol. 9.1: *Maccabaeorum liber I*. 3rd ed. Edited by W. Kappler. Göttingen: Vandenhoeck & Ruprecht, 1990.
- Septuaginta: Vetus Testamentum Graecum Auctoritate Academiae Scientiarum Gottingensis editum*. Vol. 9.2: *Maccabaeorum liber II*. 2nd ed. Edited by W. Kappler and R. Hanhart. Göttingen: Vandenhoeck & Ruprecht, 1976.
- Septuaginta: Vetus Testamentum Graecum Auctoritate Academiae Scientiarum Gottingensis editum*. Vol. 9.3: *Maccabaeorum liber III*. 2nd ed. Edited by R. Hanhart. Göttingen: Vandenhoeck & Ruprecht, 1980.
- Septuaginta: Vetus Testamentum Graecum Auctoritate Academiae Scientiarum Gottingensis editum*. Vol. 9.4: *Maccabaeorum liber IV*. 2nd ed. Edited by R.J.V. Hiebert. Göttingen: Vandenhoeck & Ruprecht, forthcoming.
- Williams, Margaret. *The Jews among the Greeks and Romans: A Diasporan Sourcebook*. Baltimore: Johns Hopkins University Press, 1998.
- Xeravits, Géza, and József Zsengellér, eds. *The Books of the Maccabees: History, Theology, Ideology: Papers of the Second International Conference on the Deuterocanonical Books, Pápa, Hungary, 9–11 June, 2005*. JSJSup 118. Leiden: Brill, 2007.

### ***Supplement: Important Academic Notes from ACTS***

#### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

#### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (to create an account or log in, go to: <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or

[www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes

(Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, go to <http://www.eturabian.com/turabian/index.html> or <http://www.calvin.edu/library/knightcite/> (“Chicago” stands for “Turabian”).

CANIL students should consult with their own faculty on specific requirements.

**Please check with your professor to find out which style he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes). Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Director's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

Scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar). Learning what constitutes plagiarism and avoiding it are the student's responsibility. Excellent resources describing plagiarism and how to avoid it have been prepared by TWU Librarian William Badke:

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)  
<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

### **Equity of Access**

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at:

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

### **Policy Information and Student Concerns**

Information on academic and community life policies and procedures that affect students can be found in the ACTS *Academic Catalogue*, which is available on the ACTS website ([www.actseminaries.com](http://www.actseminaries.com)) under the *Academics* tab. Students who wish to communicate concerns or to lodge academic appeals are welcome to contact the appropriate faculty or staff member directly, or to fill out and submit the relevant Concerns & Grievances or Appeals form found on the *Files & Forms* page of the *Current Students* section of the ACTS Website.

### *Appendix: Live-Streamed Courses*

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in-group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience.

Requirements for Participating in a Live-streamed Course

- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets.

ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly before the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to “arrive” as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.
- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware

and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:

- Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.
- Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Zoom link fails.)
- Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as “distance” education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.

**Reading Statement**  
**The Books of Maccabees**  
**BIB 692 LS**

Assigned Readings:

May 1-16 LXX 1-4 Maccabees, pp. 1039-1184 (Rahlfs' edition); NETS, pp. 478-541.

Josephus, *Antiquities*, Books 12-14.

Josephus, *Jewish War*, Books 1-2.

Tcherikover, *Hellenistic Civilization and the Jews*: Preface, Introduction, Part I.

May 17-31 Tcherikover, *Hellenistic Civilization and the Jews*: Part II, Appendices.

*Record the percentages for the appropriate options below. Then sign (legibly and in English) and date this statement. **Due: May 31, 2021.***

I completed \_\_\_\_\_% of the assigned readings.

I failed to complete \_\_\_\_\_% of the assigned readings.

NB: The total of the two preceding percentages cannot exceed 100%!!

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Please print your name (in English!) \_\_\_\_\_