AHIS250

From Ur to Babylon: A History of Israel from Abraham to the Babylonian Exile

S1 Day 2014

Ancient History

Contents

Disclaimer

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General Information

Unit convenor and teaching staff Unit Convenor Stephen Llewelyn stephen.llewelyn@mq.edu.au Contact via stephen.llewelyn@mq.edu.au
Credit points 3
Prerequisites 12cp
Corequisites
Co-badged status
Unit description This unit is a study of the traditions and history of the Israelite peoples from the foundation of the nation through the period of the monarchy to the catastrophic events of the early sixth century BCE. The Hebrew Bible and archaeological evidence are used as sources to reconstruct the history of the period, and to understand the theological responses to unfolding events. Critical scholarship is employed to interpret our historical sources.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

> Demonstrate historical knowledge (personalities, events, periods) and issues (ideologies, philosophies, traditions) according to intellectual, methodological, and/or ethical conventions used in ANE-related studies
>
> Evaluate and use textual and archaeological evidence
>
> Utilize effectively research methods and tools in dialogue with staff and peers
>
> Devise arguments and solve problems in ANE-related studies
>
> Conceptualize, apply, analyze, synthesize, and/or evaluate historical information about ANE-related studies, gathered from, or generated by, observation, experience, reflection,

reasoning, or communication

Consider and communicate critical and reflective judgements

Assessment Tasks

Name	Weighting	Due
Examination	40%	Examination period
Tutorials	10%	Continuous
Essay	30%	16 May (end week 9)
Tutorial assignment	20%	28th March (end week 4)

Examination

Due: **Examination period**
Weighting: **40%**

Two hour examination in two equally weighted parts, the first requiring comment on

extracts from a selection of primary sources and the second consisting of two essay

type questions.

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Tutorials

Due: **Continuous**
Weighting: **10%**

Tutorial questions and online discussion can be accessed by all students through iLearn - https://ilearn.mq.edu.au/login/MQ/. Other associated material will also be posted there such as course outline, bibliography, etc.

Tutorial attendance and participation is compulsory and assessable for all internall registered students.

It is important that external students access online discussions through iLearn and actively participate. These will be modelled on the weekly internal tutorial program and contributions assessed. Internal students are also encouraged to participate in online discussion. If for some reason a student cannot participate in either tutorial forum, they must keep a journal recording their readings for and reflections on the tutorial questions to be submitted with the compulsory essay towards the end of semester.

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Essay

Due: **16 May (end week 9)**
Weighting: **30%**

Students will choose to answer in a 2000 word essay one of the following questions:

1. What can the evidence from Kuntillet 'Ajrud tell us about monotheism in the first temple period?

2. Where the sarisim of the Hebrew Bible eunuchs?

3. Why do the prophets use the metaphor of marriage to describe the relationship between Yhwh and Israel/Jerusalem?

4. How are the women in Judges 3-15 portrayed? To what extent might the portrayal reflect social reality?

5. Was Solomon's succession a palace coup? Assess the evidence of 1 Kings 1-2 and 1 Chron 23:.1-2, 28:.1-29:30.

6. To what extent can the royal psalms be termed propaganda?

Bibliographies will be placed in iLearn.

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Tutorial assignment

Due: **28th March (end week 4)**
Weighting: **20%**

The assignment question:

"…the goals of the permeable individual are characteristically and repeatedly

subordinated to those of the linear group" (Di Vito, R.A., "Old Testament

Anthropology and the Construction of Personal Identity", Catholic Biblical

Quarterly, Vol. 61 [1999], 234).

Discuss Di Vito's observation in the light of your reading of Gen.19:1-11 and W.J. Ong, *Orality and Literacy* (Methuen 1982), 31-77 (i.e. chapter 3)

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Delivery and Resources

The set reading texts for the course are:

·   J. Maxwell Miller and John H. Hayes, *A History of Ancient Israel and Judah* (2nd ed.; Louisville/London: Westminster John Knox Press, 2006).

·   The Bible: The New Revised Standard Version is preferred due to its more literal approach to translation. You can either purchase a hard copy at a bookshop or access the text on-line at http://www.devotions.net/bible/00bible.htm

In addition to the reading of the set texts, articles and book chapters will be placed in e-reserve or iLearn (https://ilearn.mq.edu.au/login/MQ/) and should also be read. The compulsory reading for the course will amount to:

(1) Bible: Genesis to 2 Kings (plus a number or other texts as specified);

(2) A History of Ancient Israel and Judah; and

 (3) e-reserve and electronic journal articles

Unit Schedule

Week	Week starts	Topic	Bible	Chapter Miller & Hayes
1	**3/3**	**Abraham to Joseph**	Genesis 11-50	1
2	**10/3**	**Moses**	Exodus 1-24, 32-34; Num. 10.11-36.13	2
3	**17/3**	**Joshua**	Joshua 1-24	3
4	**24/3**	**Judges**	Judges 1-21	4
5	**31/3**	**Samuel and Saul** **(1025-1005 BC)**	1Samuel 1-15	5

6	7/4	David **(1005-970 BC)**	1Samuel 16 - 2Samuel 24	6
Mid-semester break				
7	28/4	**Solomon** **(970-931 BC)**	1Kings 1 - 11	7
8	5/5	**No lectures**	1Kings 12 - 16:14	8 & 9
9	12/5	**Omride Dynasty** **(884-842 BC)**	1Kings 16:15 - 2Kings 8:27	10
10	19/5	**Jehu Dynasty** **(842-747 BC)**	2Kings 9:1 - 15:7	11
11	26/5	**Assyria and the End of Israel** **(747-722 BC)**	2Kings 15:8 - 17:41; Amos and Hosea	12
12	2/6	**Judah from Ahaz to Amon** **(743-640 BC)**	2Kings 16-21; Isaiah 1-35	13
13	9/6	**Josiah to the Fall of Judah** **(639-586 BC)**	2Kings 22-25, Jeremiah	14

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate historical knowledge (personalities, events, periods) and issues (ideologies, philosophies, traditions) according to intellectual, methodological, and/or ethical conventions used in ANE-related studies
- Evaluate and use textual and archaeological evidence

Assessment tasks

- Tutorials
- Essay
- Tutorial assignment

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

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- Consider and communicate critical and reflective judgements

Assessment tasks

- Tutorials
- Essay
- Tutorial assignment

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate historical knowledge (personalities, events, periods) and issues (ideologies, philosophies, traditions) according to intellectual, methodological, and/or ethical conventions used in ANE-related studies
- Utilize effectively research methods and tools in dialogue with staff and peers

Assessment tasks

- Examination
- Tutorials
- Essay
- Tutorial assignment

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Evaluate and use textual and archaeological evidence
- Devise arguments and solve problems in ANE-related studies
- Conceptualize, apply, analyze, synthesize, and/or evaluate historical information about ANE-related studies, gathered from, or generated by, observation, experience, reflection, reasoning, or communication

Assessment tasks

- Examination

- Tutorials

- Essay

- Tutorial assignment

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Evaluate and use textual and archaeological evidence

- Devise arguments and solve problems in ANE-related studies

- Conceptualize, apply, analyze, synthesize, and/or evaluate historical information about ANE-related studies, gathered from, or generated by, observation, experience, reflection, reasoning, or communication

Assessment tasks

- Examination

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Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Evaluate and use textual and archaeological evidence

- Devise arguments and solve problems in ANE-related studies

- Conceptualize, apply, analyze, synthesize, and/or evaluate historical information about ANE-related studies, gathered from, or generated by, observation, experience, reflection, reasoning, or communication

Assessment tasks

- Essay
- Tutorial assignment

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Consider and communicate critical and reflective judgements

Assessment tasks

- Tutorials
- Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Consider and communicate critical and reflective judgements

Assessment task

- Tutorials

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Evaluate and use textual and archaeological evidence
- Utilize effectively research methods and tools in dialogue with staff and peers
- Consider and communicate critical and reflective judgements