



AHIX150

Archaeology of Ancient Israel and the Near East

SP3 OUA 2016

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Kyle Keimer

kyle.keimer@mq.edu.au

Tutor

Dr. Edward Bridge

edward.bridge@mq.edu.au

Contact via Dialogue Module

W6A 510

By appointment

Edward Bridge

edward.bridge@mq.edu.au

Prerequisites

Corequisites

Co-badged status

Unit description

Recent discoveries in Israel such as the “House of David” inscription and reworked interpretive paradigms such as the “Low Chronology” have made the archaeology of ancient Israel a hotbed of controversy and debate. These debates rage even as archaeological work throughout the Near East continues to contribute to our understanding of the events, places, and characters mentioned in Ancient Near Eastern texts and the Hebrew Bible. This course will focus upon an integration of archaeological, literary, and historical data from the Neolithic Period to the Roman destruction of Jerusalem (ca. 9000 BC–AD 70) in Israel with the goal of evaluating this evidence and its relevance for understanding socioeconomic and political development, the biblical texts, and in particular the religion of ancient Israel. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

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

Know the archaeological periodization of the ancient Near East and aspects of the

cultures studied in this unit.

Identify methodological developments in the archaeology of the Near East.

Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.

Synthesize acquired knowledge and understanding to produce critical analytical compositions.

General Assessment Information

Submission of Assignments: All assignments are to be submitted via the iLearn site by their respective due dates and times (which are all listed according to local Sydney time). Access to the internet and the ability to download and/or view unit materials are essential.

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made to Dr. Bridge before the assignment's due date. No assignments will be accepted after assignments have been corrected and feedback has been provided.

Assignment tasks handed in early will not be marked and returned before the due date. For Special considerations, grade appeals, and disruptions to study policies, see under "Policies and Procedures" below.

Assessment Tasks

Name	Weighting	Due
Article Review	25%	Thursday (midnight), Week 5
Encyclopedia Article	25%	Thursday (midnight), Week 10
Essay	50%	Thursday (midnight), Week 13

Article Review

Due: **Thursday (midnight), Week 5**

Weighting: **25%**

Write a review of a scholarly article.

Choose one article from any of the extra bibliographies provided each week on the course website to summarize and assess. You can choose any article listed with an asterisk (*) in the bibliographies, and you may choose an article from any week. For example, if you are interested in the Iron Age, you may read an asterisked article at any time during the course of the session; you do not have to wait until we get to that period in the class to read the article in which you are interested.

Your review must include the following: 1) mention of the author's thesis and key points; and, 2)

your assessment of the author's thesis and use of the archaeological and/or historical evidence. Your assessment can incorporate additional articles/research that you believe support or disprove the author's interpretation.

The purpose of this assignment is to allow you the opportunity to interact with modern archaeological scholarship and to delve into a topic of personal interest in more detail.

Marks for this assessment are based on critical evaluation of the chosen article, an understanding of the original article, and clear and coherent writing.

On successful completion you will be able to:

- Know the archaeological periodization of the ancient Near East and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of the Near East.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Encyclopedia Article

Due: **Thursday (midnight), Week 10**

Weighting: **25%**

Write an encyclopedia article on any site, assemblage, archaeological feature or method covered in the unit. Your encyclopedia article should include all the essential information about your topic that a person would want to know if they were to read your article (e.g., date, location, size, material properties, interpretation, strata, history, excavators, etc.).

The purpose of this assignment is to teach you how to condense a growing body of knowledge on many sites/assemblages/features into a concise and coherent summary that provides interested parties all of the essential information about a given topic.

Marks for this assessment are based on presenting correct details, comprehensiveness, conciseness, and clarity of writing.

On successful completion you will be able to:

- Know the archaeological periodization of the ancient Near East and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of the Near East.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Essay

Due: **Thursday (midnight), Week 13**

Weighting: **50%**

Write a 2000-word essay on one of the topics provided on the iLearn page.

On successful completion you will be able to:

- Know the archaeological periodization of the ancient Near East and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of the Near East.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Delivery and Resources

Description

This unit provides an introduction to the history and archaeology of Ancient Israel and the Near East through the archaeological record. It explores the fascinating history of the region including the earliest human settlement, the beginning of agriculture, the rise of Bronze Age states, the emergence of Israelite kingdoms, the Philistines, and down to the Roman Period. It teaches about regional relationships with the Egyptians, Hittites, Assyrians, Babylonians, Persians and Greeks; how empires rose and fell; and the emergence of Judaism and Christianity. The focus is on how excavation of ancient sites and analysis of artefacts can help inform our knowledge of the past. The unit gives a broad platform of knowledge for more specialised study, with opportunities for future participation in excavations in Israel.

Delivery

Students will access course material via the iLearn website. Every student will need internet access that allows the downloading of large video files and additional resources in order to pass this course. Additionally, access to a library and/or article database such as Jstor will be necessary to complete multiple of the assignments. If individual access to such databases is not possible, access is possible via the Macquarie Library website, although a proxy server may be necessary (for more see the "IT Help" link under the "Policies and Procedures" tab).

Lectures have all been recorded and divided into modules. Each module focuses on one historical period and is broken down further into segments that deal with specific issues/topics within any given historical period.

Required Textbook:

Richard, Suzanne. 2003 Near Eastern Archaeology: A Reader. Eisenbrauns: Winona Lake, IN.

ISBN: 1575060833 (this book is out of print but can be accessed as either a digital copy via the MQ library, or can be bought used from various book distributors).

Recommended Texts:

Ben-Tor, Amnon (ed). 1992 The Archaeology of Ancient Israel. Yale University Press, New Haven, CT. ISBN 0300059191

Mazar, Amihai. 1990 Archaeology of the Land of the Bible, 10,000-586 B.C.E. Doubleday, New York. ISBN: 0385425902

Stern, Ephraim. 2001 Archaeology of the Land of the Bible, Volume II: The Assyrian, Babylonian, and Persian Periods (732-332 B.C.E.). Doubleday, New York. ISBN: 0385424507

Unit Schedule

Week	Lectures	Readings	Tutorials (see iLearn for more details)	Assignments Due
Week 1	Introduction, Historical Geography	Unit Guide; Holladay (33-47); Beitzel (pp.3-9)	Do module on academic integrity via iLearn site	
Week 2	Neolithic, Chalcolithic	Rollefson (pp.244-253); Dever (383-390); Levy (263-273)	Stratigraphy, loci, and section drawings	
Week 3	Early Bronze Age	Richard (286-302)	Map exercise	
Week 4	Middle Bronze Age	Ilan (331-342)	ANE Creation Accounts	
Week 5	Late Bronze Age	Alpert Nakhai (343-348); Leonard (349-356)	Pottery analysis	Article Review
Week 6	Iron Age I	Ackerman (391-397); Block-Smith and Nakhai 1999	Ethnicity: do pots = people?	
Week 7	Iron Age IIA	Yunker (375-382); Garfinkel (2011)	No Tutorial	
Week 8	Iron Age IIB	Matthews (157-163)	ANE Art History	
Week 9	Iron Age IIC	Keimer 2013	The increase in literacy and the compilation of the biblical texts	
Week 10	Neo-Babylonian and Persian Periods	Carter (398-412); Betlyon 2006	The Archaeology of Legitimization (seals, scripts, arch)	Encyclopedia Article

Week 11	Hellenistic and Hasmonean Periods	Berlin (418-423); Berlin (423-433)	Archaeological heritage: who owns the past?	
Week 12	Herod and Rome	Cohen 2011; Schiffman 1998:385-395	No Tutorial	
Week 13	The 1 st Jewish Revolt	Cohen 2011; Schiffman 1998:385-395	No Tutorial	Essay

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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

- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment tasks

- Article Review
- Encyclopedia Article
- Essay

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

- Identify methodological developments in the archaeology of the Near East.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment task

- Essay

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

- Know the archaeological periodization of the ancient Near East and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of the Near East.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment tasks

- Article Review
- Encyclopedia Article
- Essay

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

- Know the archaeological periodization of the ancient Near East and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of the Near East.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment tasks

- Article Review
- Encyclopedia Article

- Essay

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

- Know the archaeological periodization of the ancient Near East and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of the Near East.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment tasks

- Article Review
- Encyclopedia Article
- Essay

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

- Identify methodological developments in the archaeology of the Near East.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment tasks

- Article Review
- Encyclopedia Article
- Essay

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 outcomes

- Know the archaeological periodization of the ancient Near East and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of the Near East.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment tasks

- Article Review
- Encyclopedia Article
- 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 outcomes

- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.

- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment task

- Essay

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 outcome

- Synthesize acquired knowledge and understanding to produce critical analytical compositions.

Assessment task

- Essay