



AHIS354

Ancient Israel in its Near Eastern Context

S1 Day 2017

Dept of Ancient History

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Kyle Keimer

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W6A 538

By Appointment

Credit points

3

Prerequisites

39cp at 100 level or above or (6cp in AHIS or AHST units at 200 level)

Corequisites

Co-badged status

Unit description

This unit looks at the broader Near Eastern context into which ancient Israel fits. This includes discussions of the antecedent societies in ancient Mesopotamia and Syria from which the Israelites descended, from whom they borrowed and adapted cultural aspects, and against whom they ultimately contended. These societies, which range from the 3rd to 1st millennia BCE, include: the Akkadians, Hittites, Canaanites, Assyrians, Babylonians, Phoenicians, and Persians. Understanding of these groups provides the foundational knowledge necessary for placing ancient Israel within its original context and draws upon archaeological, textual, and artistic sources. Special emphasis will be placed upon linguistic transferal between Hebrew and the surrounding languages, artistic borrowing, technological development, burial customs, administrative/writing systems, ideology/propaganda, and comparative religions.

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:

Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit

Identify key archaeological, textual, and historical issues in the study of the ancient Near

East and the relationship of those issues to the study of ancient Israel and the biblical text

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: The weekly worksheets and book review are to be submitted via turnitin links on the iLearn page by their respective due dates and times (which are all listed according to local Sydney time). Your oral presentations will take place on weeks 11-13; predetermined topics will be presented on each week (which topics and which weeks will be determined once the enrollment for the unit is known). Access to the internet and the ability to download and/or view unit materials are essential. Any technical issue encountered with accessing unit materials should be directed to the IT department via ask.mq.edu.au. After lodging a complaint/request with them you must also notify me via email concerning the issue as soon as possible after it is discovered.

Assignments will be assessed on their level of completion, coherence, correction, grammar, and comprehension.

Assessment tasks / assignments are compulsory and must be submitted on time. Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counseling certificates) or prior staff approval, if you miss a class session you will not be able to make up the assessment for that day/week. If required, applications for extensions should be made to me before the assignment's due date. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assessments will be penalized 2% per day up to 9 days; any assessment 10 or more days late will receive a zero score.

For Special Consideration Policy see under Policies and Procedures.

Note on Assessment - To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.

It is highly recommended that you come to all class meetings. Further, you should complete the readings/work for any given week before that week's meeting.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	50%	No	Every Week
<u>Book Review</u>	30%	No	Friday of Week 10

Name	Weighting	Hurdle	Due
Oral Presentation	20%	No	Weeks 11-13

Participation

Due: **Every Week**

Weighting: **50%**

Every week there will be readings and assessments for class. These will focus on generating discussion of various issues in the archaeology, language, and history of the ancient Near East. To earn marks for this assessment you must read the assigned readings, complete any worksheets for a given week, and participate in the classroom discussion. Students should complete all work—including submitting answers to any worksheets via the turnitin link on iLearn—before coming to class that week.

Marks for this assessment will be tabulated twice over the course of the semester: a total for the first half of the semester will be provided, and a total for the second half of the semester will be provided. Each week is worth 4 points (1 point for completing the readings on time, 1 point for completing the week's worksheet [*grammar counts! If I cannot understand what you are saying, or if your answers are poorly written then you will not receive a point for this component*], 1 point for submitting the completed worksheet to turnitin on time, and 1 point for participation in classroom/forum discussions).

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- Synthesize acquired knowledge and understanding to produce critical analytical compositions

Book Review

Due: **Friday of Week 10**

Weighting: **30%**

Choose one of the books listed below to read, and write a critical 700-word long review of that book. Marks for your review will be based on: your comprehension of the book, the conciseness and content of your summary (i.e., can you say something meaningful in only 700 words. This is a short assessment so you must choose your words wisely in order to provide a coherent and

meaningful critical/analytical review), and grammar.

To earn marks you should situate your chosen book within the broader scholarship of the field as discussed in class and through self-initiated research. Consider the following questions, among others: Does your book offer anything new to the field? What, if any, is the author's methodology? What are some strengths of the book (did it fill a gap in the scholarship of the field when it was written)? Weaknesses? If it is an edited volume, do all the articles cohere around a single topic? Did the editor provide a rationale for the book and assemble the papers in the best way for highlighting that topic?

Book List:

Areshian, Gregory (ed.) 2013 *Empires and Diversity: On the Crossroads of Archaeology, Anthropology, and History*. Los Angeles: Cotsen Institute of Archaeology Press.

Bachhuber, Christoph 2015 *Citadel and Cemetery in Early Bronze Age Anatolia*. London: Equinox Publishing.

Bryce, Trevor 2012 *The World of the Neo-Hittite Kingdoms: A Political and Military History*. Oxford: Oxford University Press.

Charpin, Dominique 2010 *Reading and Writing in Babylon*. Cambridge, MA: Harvard University Press

Dalley, Stephanie 2013 *The Mystery of the Hanging Garden of Babylon: An Elusive World Wonder Traced*. Oxford: Oxford University Press

De Backer, Fabrice 2016 *Neo-Assyrian Shield: Evolution, Heraldry, and Associated Tactics*. Atlanta, Lockwood Press

Hunt, Alice M. W. 2015 *Palace Ware Across the Neo-Assyrian Imperial Landscape: Social Value and Semiotic Meaning*. Leiden: Brill.

Kalimi, Isaac and Seth Richardson (eds.) 2014 *Sennacherib at the Gates of Jerusalem: Story, History, and Historiography*. Leiden: Brill.

London, Gloria 2016 *Ancient Cookware from the Levant An Ethnoarchaeological Perspective*. London: Equinox.

Pfälzner, Peter and Michel Al-Maqdissi (eds.) 2015 *Qatna And The Networks Of Bronze Age Globalism: Proceedings Of An International Conference In Stutga*. Wiesbaden, Harrassowitz

Nadale, Davide and Jordi Vidal (eds.) 2014 *The Other Face of the Battle: the Impact of War on Civilians in the Ancient Near East*. Münster: Ugarit-Verlag

Siddall, Luis 2013 *The Reign of Adad-Nirari III: An Historical and Ideological Analysis of an Assyrian King and His Times*. Leiden: Brill

Stökl, Jonathan 2012 *Prophecy in the Ancient Near East: A Philological and Sociological Comparison*. Leiden: Brill

Yamada, Shigeo (ed.) 2016 *Cultures and Societies in the Middle Euphrates and Habur Areas in the Second Millennium BC*. Wiesbaden: Harrassowitz

Younger, K. Lawson, Jr. 2015 *Political History Of The Arameans: From Their Origins To The End Of Their Politics*. Atlanta: Society of Biblical Literature.

Due: Friday of Week 10 by 5pm

Citation Format: Bulletin of the American Schools of Oriental Research (BASOR)

On successful completion you will be able to:

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Oral Presentation

Due: **Weeks 11-13**

Weighting: **20%**

Timed oral presentation on one of the following topics: warfare and society, economy/economic models, socioeconomics, Mesopotamian religion, the Bible as a Historical Source, Prophets and Prophecy in the Near East and Bible, Royal Ideology in Mesopotamia, Assyrian art and symbolism, Hittite art and symbolism, Ugarit: its languages and scripts, Amorite culture, Households and families in Mesopotamia, Scribes and Scribalism, Northwest Semitic Languages and their distribution, Forced labor in the ANE, Migration in the ANE, Ideology of Neo-Assyrian Royal Inscriptions, Phoenician Westward Expansion, Canaanite/Amorite Religion, or another approved topic.

You will research one of the topics (everyone will choose a different topic) and give a timed oral presentation that addresses key issues related to your topic. For instance, consider the who, what, when, where, why, how of your topic and situate it within the broader ancient Near East. Was your topic tied to—did it influence—another aspect of ANE culture/society? Was it influenced by another aspect of ancient ANE culture/society? What is the meaning of your topic, or what meaning was in your topic? Did people derive some sort of meaning, a meaningful existence, or any kind of cultural/social or individual significance from your topic?

Think integration and synthesis for this assessment. I do not want just a list of facts, but I want you to examine your topic for significance and meaning. How does your topic fit within the ancient experience and people's identity (whether self-declared or imposed)?

As part of this assessment you will provide a bibliography of the sources consulted in your research. While there is no set minimum number of resources that should be consulted for any given topic, 15 or more articles/books would be considered appropriate to gain a foundation in any of the possible topics.

On successful completion you will be able to:

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit
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- Synthesize acquired knowledge and understanding to produce critical analytical compositions

Delivery and Resources

This class is offered internally. Students will meet in-class for workshops. Every student will need internet access that allows the downloading of large video files and additional resources, ability to use word processing software, and a familiarity with powerpoint/keynote for the oral presentation in order to pass this course. Recorded lectures will be available to listen to via the iLearn page. 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).

Additional resources, including weblinks, any additional directions, and any announcements will appear on the unit's iLearn page.

Required Textbooks:

Marc Van De Mieroop, *A History of the Ancient Near East: 3000–323 BC* (3rd Ed.; Wiley 2016). ISBN: 978-1-118-71816-2 (there is also an ebook version)

*[Abbreviated VDM in the unit schedule below]

Kenton L. Sparks, *Ancient Texts for the Study of the Hebrew Bible: A Guide to the Background Literature* (Baker 2005). ISBN: 9780801047732

Recommended books:

Andrew George, *Epic of Gilgamesh* (London: Penguin, 1999).

Bible. Preferably the NRSV or ESV translation.

Unit Bibliography (not required for purchase):

Aharoni, Y. and M. Avi-Yonah, *Macmillan Bible Atlas* (New York: Macmillan, 1977).

Aldred, Cyril and A. Dodson, *The Egyptians* (London: Thames and Hudson, 1998).

Bottéro, Jean, *Religion in Ancient Mesopotamia* (Chicago: University of Chicago Press, 2001).

Brewer, D.J. and E. Teeter, *Egypt and the Egyptians* (Cambridge, 2007).

Curtis, J. *Ancient Persia* (London: British Museum, 1989).

Freedman, D.N., *The Anchor Bible Dictionary* (New Haven: Doubleday, 1992).

George, Andrew, *Epic of Gilgamesh* (London: Penguin, 1999).

Grimal, N., *A History of Ancient Egypt* (Oxford: Blackwell, 1994).

Gurney, O.R., *The Hittites* (London: Penguin, 1990).

Hallo, W. and W.K. Simpson, *The Ancient Near East: A History* (New York: Harcourt: Brace, 1998).

- Isserlin, B.S.J., *The Israelites* (Minneapolis: Fortress, 2001).
- Jacobsen, T., *The Harps that Once* (New Haven: Yale University Press, 1987).
- Kovacs, M.G., *The Epic of Gilgamesh* (Stanford: Stanford University Press, 1989).
- Kramer, S.N. *The Sumerians* (Chicago: University of Chicago Press, 1963).
- Kramer, S.N., *History Begins at Sumer* (Philadelphia: University of Pennsylvania, 1981).
- Kuhrt, A., *The Ancient Near East* (2 volumes; London: Routledge, 1995).
- Machinist, P., "Palestine, Administration of," *Anchor Bible Dictionary* volume 5, pages 69-81 (Edited by D.N. Freedman; New York: Doubleday, 1992).
- Macqueen, J.G., *The Hittites* (London: Thames and Hudson, 1986).
- Meyers, E. (ed), *The Oxford Encyclopedia of Archaeology in the Near East* (5 volumes; New York: Oxford University Press, 1997).
- Oates, J., *Babylon* (London: Thames and Hudson, 1979).
- Pollock, S., *Ancient Mesopotamia* (Cambridge: Cambridge University Press, 1999).
- Porada, E., *The Art of Ancient Iran* (New York: Crown, 1965).
- Postgate, N., *Early Mesopotamia: Society and Economy at the Dawn of History* (London: Routledge, 1992).
- "The Land of Assur and the Yoke of Assur," *World Archaeology* 23/3 (1992) 247-63
- Potts, D., *Mesopotamian Civilization: The Material Foundations* (London: Athlone, 1997).
- Redford, D. (ed)., *Oxford Encyclopedia of Ancient Egypt* (Oxford, 2001).
- Roaf, M., *Cultural Atlas of Mesopotamia* (New York: Facts on File, 1990).
- Saggs, H.W.F., *Civilization before Greece and Rome* (New Haven: Yale, 1989).
- Sasson, J. et al (eds), *Civilizations of the Ancient Near East* (4 volumes; New York; Scribner, 1995).
- Shaw, I. (ed), *The Oxford History of Ancient Egypt* (Oxford: Oxford University Press, 2000).
- Stern, E., (ed)., *The New Encyclopedia of Archaeological Excavations in the Holy Land* (5 volumes; Jerusalem: Israel Exploration Society, 1993-2008).
- Trigger et al, *Ancient Egypt: A Social History* (Cambridge, 1983).
- Van de Mieroop, M., *The Ancient Mesopotamian City* (Oxford: Clarendon, 1997).
- Yon, M., *The City of Ugarit at Tell Ras Shamra* (Winona Lake, IN: Eisenbrauns, 2006).

Unit Schedule

***The schedule listed provides the first week's assessment because you need to complete this assessment for the first meeting of the class (Week 1)**

1. Introduction: History, Texts, and Archaeology—Issues in Studying the Ancient Near East

Readings: Read VDM 1-43; Sparks 1-24 (Intro); and any two of the following articles:

Höflmayer et al. 2016; Yakar 2011; Younger 2016: 1-34; Grabbe 2007; Sharon 2013; Klinger 2006

Assessment: Write short reflective responses to the issues that the two articles you read mention concerning the study (of any aspect) of the ancient Near East. Your responses should be limited to 100 words per article (so, 200 words total). You will be expected to comment on these issues in class and to engage in a discussion with your peers concerning the various chronological, textual, archaeological, etc. issues that will be encountered throughout this unit as we attempt to articulate as best we can what life was like in the ancient Near East.

Outcome: The goal of this assessment is to raise your awareness of the various issues present in the study of the ancient Near East. Further, it will foster analytical thinking, critical assessment skills, oral presentation abilities, and the ability to communicate clearly and concisely with peers and supervisors/employers.

2. Epic of Gilgamesh

Readings: VDM 44-66; Sparks 271-304 (Epics and Legends); Epic of Gilgamesh (1-100) and Introduction (xiii-lxi) [*PJ3771.G5 .E5/1999*]

3. Institutions and Households: Expressions of Power

Readings: VDM 67-112; Sparks 344-360 (Genealogies, King lists); Brisch 2008: 1-11; Schloen 2001: 49-89; Garfinkel 2005, Garfinkel 2008; Master 2001

4. Communication in the Ancient Near East: Writing, Scribes, and Scripts

Readings: VDM 113-134; Schniedewind 2013: 1-50; Pollock 2006; and one of the following articles: Charpin 2009; Van Soldt 2010; Beaulieu 2006; Liverani 2006

5. Internationalism, the Economy, and Trade

Readings: VDM 135-158; Smith 2004; Liverani 2015; and one of the following articles: Renger 2003; Liverani 2003; Routledge and McGeough 2009; Master 2014

6. Cosmogonies and Myth

Readings: VDM 159-181; Sparks 305-343 (Myth); Genesis 1-11; Enuma Elish (COS 1.111); Atrahasis (COS 1.130); The Baal Myth (COS 1.86), Wrath of Telepinu (COS 1.57)

7. Conquest narratives and the Historiography of War

Readings: VDM 182-201; Hoffmeier 2003; Joshua 1-12; Kirta (COS 1.102), Richardson 2011; Younger 1990: 241-266

8. Poetry and Wisdom Literature

Readings: VDM 202-220; Sparks 56-83 (Wisdom lit), Murphy 1981: 1-12; Alster 2005: 18-30; Fokkelman 2001: 1-35; and one of the following: Van der Toorn 2007 or Van Leeuwen 2007 or Crenshaw 2007

9. State and Imperial Expressions of Power

Readings: VDM 221-264; Sparks 361-416 (Historiography and Royal Inscs), and two of the following articles: Osborne 2015, Keimer and Thomas 2017, Miller 2009, Parker 2013, Fuchs 2011; Liverani 1979; 1988

10. Israelite religion

Readings: VDM 265-288, and three of the following articles: Smith 2016; Levine 2005; Hoffmeier 2016; Keimer 2017; Lynch 2014; Machinist 1983; Olyan 2008; Albertz 2008

11. Growth of literary texts from oral contexts

Readings: VDM 289-326; Sparks 25-55 (Archives and Libraries); Carr 2015; Person 1998; Abusch 2001

12. Treaties and Law Codes

Readings: VDM 327-347; Sparks 417-448 (Law Codes and Treaty and Covenant); Parpola and Watanabe 1988: XV-XXV, XXXV-XLIII; Beckman 1996: 1-6; Exodus 20; Deuteronomy 5; Levinson and Stackert 2012; and one of the following ancient inscriptions: Sefire Inscriptions (COS 2.82); Code of Hammurabi (COS 2.131); Ur-Nammu (COS 2.153) and Lipit-Ishtar (COS 2.154)

13. Prophets and Prophecy

Readings: Sparks 216-251 (Omens and Prophecy and Apocalyptic), Stökl 2015

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

- Identify key archaeological, textual, and historical issues in the study of the ancient Near East and the relationship of those issues to the study of ancient Israel and the biblical text
- 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

- Participation
- Book Review
- Oral Presentation

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

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit
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Assessment tasks

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- Oral Presentation

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 Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit
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Assessment tasks

- Participation
- Book Review

- Oral Presentation

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 Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit
- Identify key archaeological, textual, and historical issues in the study of the ancient Near East and the relationship of those issues to the study of ancient Israel and the biblical text
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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 Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit
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Assessment tasks

- Participation
- Book Review
- Oral Presentation

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

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit
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- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge
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Assessment tasks

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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 Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit
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- Book Review
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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

- Synthesize acquired knowledge and understanding to produce critical analytical compositions

Assessment task

- Participation

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

- Participation

Changes from Previous Offering

Tutorial topics and many readings have been changed.

Assessments are different.