AHIS250

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

S1 Day 2019

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff
Kyle Keimer
kyle.keimer@mq.edu.au
AHH Level 2
by appointment

Tutor
Zachary Thomas
zachary.thomas@mq.edu.au
by appointment

Credit points
3

Prerequisites
12cp at 100 level or above

Corequisites

Co-badged status

Unit description
Delve into the traditions, myths and history of early Israel, a land situated in the bridge between the great empires of Egypt, Assyria and Babylon. Explore what the Bible has to say about these ancient peoples and the light that can be shed on it by both archaeological evidence and modern critical study. Learn how the Hebrews interpreted their present by a re-narration of their past and how they came to situate and differentiate themselves theologically from the peoples that surrounded them. Developing your skills in a close reading and critical analysis of the text, you will be studying early Israel and Judah from the foundation of the nation, through the period of the monarchy to the catastrophic events of the early sixth century BCE.

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:

Develop knowledge of the history of Israel and Judah from the Late Bronze Age to the

Iron II period

Evaluate and use textual, literary, and archaeological evidence

Demonstrate the ability to use libraries and the internet to gather resources for research

Construct best-fit hypotheses or arguments using ancient and modern evidence

Demonstrate critical thinking about the past to the present (and vice versa)

Improve oral and written presentation skills, and critical reading skills

Investigate biblical literary techniques and themes

Build a supportive and positive learning community in class and online, develop as independent learners

General Assessment Information

1. **Tutorial Paper**:

Students will write a 700 word tutorial paper counting for **15%** of the final mark. The paper will discuss the impact of the decipherment of cuneiform and the development of the field of Assyriology on scholarly approaches to the Bible and Ancient Israel. The tutorial paper should be based on lecture and tutorial discussion, as well as a short bibliography placed on iLearn; these materials may be referenced as required. The tutorial paper is due **Monday, Week 7**.

The tutorial paper should not exceed 700 words. The word count does not including references and bibliography. The assignment should be structured as a mini-essay. The paper requires a bibliography (see Essay Presentation Guides on the Ancient History website at:

<http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_ancient_history/current_students/program_information/>.

2. **Essay**: One 1500 word essay, counting for **40%** of the final mark, is required. The 1500 word essay is due **Monday, Week 10.** The length of the essay should not exceed 1500 words, excluding references, footnotes, and bibliography.

Note: Please keep a copy of completed tasks in case of loss or misadventure.

ASSESSMENT CRITERIA FOR WRITTEN ASSIGNMENTS

Written assignments will be assessed in light of:

- Creativity, depth, and originality of the results of the analysis

- Ability to interest and engage the reader in the chosen topic

- Understanding of material and scholarly judgement

- Clarity of argument (including clear articulation of a thesis)

- Critical thinking in the selection of ancient and modern sources, and in engagement with sources

- Range and quality of research

- Presentation of work (such as proof-reading, clear paragraph construction etc)

- Proper citation methods and thoroughness of referencing

3. **Two quizzes (worth combined 30%)**

Two online quizzes are based upon the reading from the textbook assigned for the week of the tutorial, as well as on lecture materials. The quizzes will take the form of multiple choice and short answer questions.

4. **Participation (15%)**. The tutorial participation mark is a measure of the student's overall regular contribution to classes and will be based on depth of discussion, demonstration of prior preparation (such as preparing the week's readings, reviewing lectures, and conducting independent research).

Important: The formal exam period at Macquarie University in 2019 semester 1 is from the 10th to the 28th of June.

Also and arguably more important: **There is no formal examination for this unit.**

Grading:

The grade a student receives will signify their overall performance in meeting the learning outcomes of the unit. Markers in the unit will use the following grades:

HD = High Distinction 85--100

D = Distinction 75--84

Cr = Credit 65--74

P = Pass 50--64

F = Fail 0--49

Further information and description of grades, policies, and assessments can be found in the Macquarie University **Policies and Procedures** linked below.

Important note: *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.*

All written assignments (tutorial paper, essay) must be submitted online by the due date through the Turnitin links on the AHIS250/AHIX250 iLearn site.

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	40%	No	Monday, Week 10
Tutorial paper	15%	No	Monday, Week 7

Name	Weighting	Hurdle	Due
Two online quizzes	30%	No	Week 3 and Week 12
Participation	15%	No	Continuous

Essay

Due: **Monday, Week 10**
Weighting: **40%**

Essay

Note: There will be a lecture on how to write the major essay, and a tutorial/online discussion will workshop the ideas discussed in the lecture.

Students will choose to answer in a 1500-word essay **one** of the following questions:

1. Much of the book of Kings is taken up with stories about the activities of prophets. Examine the role of prophets in the book of Kings. What does this tell us about the aims and interests of Kings?

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

3. Examine the biblical and non-biblical sources relating to the revolt of Mesha King of Moab (2 Kings chapter 3 [cf. 2 Chronicles 20] and the Mesha Stone [also known as "The Moabite Stone"]). Discuss the relationship between the biblical and non-biblical sources in the context of debates on the historicity of the biblical texts.

4. How can comparisons with other Ancient Near Eastern legal codes assist in the understanding of law in Ancient Israel? How do the biblical laws relate to the topic of social justice?

Bibliographies will be placed in iLearn

On successful completion you will be able to:

- Develop knowledge of the history of Israel and Judah from the Late Bronze Age to the Iron II period
- Evaluate and use textual, literary, and archaeological evidence
- Demonstrate the ability to use libraries and the internet to gather resources for research
- Construct best-fit hypotheses or arguments using ancient and modern evidence
- Demonstrate critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation skills, and critical reading skills
- Investigate biblical literary techniques and themes

Tutorial paper

Due: **Monday, Week 7**

Weighting: **15%**

Students will write a 700 word paper discussing the impact of the decipherment of cuneiform and the development of the field of Assyriology on scholarly approaches to the Bible and Ancient Israel.

Students will have the opportunity to workshop their responses in a tutorial/online discussion prior to submission.

On successful completion you will be able to:

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Two online quizzes

Due: **Week 3 and Week 12**
Weighting: **30%**

A short online quiz in Week 3 tests the student's knowledge of the first three chapters of the course textbook, and the first two lectures (10%). A final online test in Week 12 tests students understanding of the themes and content of the course overall (20%). Both quizzes are open book.

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Participation

Due: **Continuous**
Weighting: **15%**

Participation will be assessed based on the student's preparation and engagement with course activities, and contributions in class and/or online. Students are encouraged to create a supportive and positive learning environment in the course. A rubric for participation may be found on the iLearn page for the unit.

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Delivery and Resources

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Lectures: There are two lectures a week for most weeks of the semester. All lectures will involve seminar-style class discussion.

Tutorials: There is one tutorial a week for most weeks of the semester. Material from tutorials will be assessed. Internal, external, and OUA students will have the opportunity to participate in online forums.

Student Workload: In accordance with Senate Guidelines, a student workload of 3 hours per credit point (i.e., 9 hours per week for this 3-credit point unit) for 15 weeks (13 weeks of lectures + 2 weeks of recess) is expected.

Required Reading and Texts:

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 (NRSV) is preferred due to it more literal approach to translation. You can either purchase a hard copy at a bookshop or access the texts online at http://www.biblegateway.com

In addition to the reading of the set texts, articles and book chapters may be placed in e-reserve or iLearn and should be read.

Technology Used and Required

The unit has an iLearn page which can be accessed at: <https://ilearn.mq.edu.au/login/MQ/>. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

Satisfactory Completion of Unit

In order to complete the unit satisfactorily students must gain a mark of 50% or more overall.

Unit Schedule

Week	Week Starts	Topic	Bible	Chapter (Miller & Hayes)
1		Course introduction, Abrahamic narrative	Genesis 11-25	1
2		Moses and law	Exodus 1-15, 32-4	2
3		Joshua	Joshua 1-11, 22-24	3
4		Judges	Judges 2-21	4
5		Samuel & Saul (1025-1005BC)	1 Samuel 8-15	5
6		David (1005-970 BC)	1 Samuel 16 - 2 Samuel 24	6
7		Solomon (970-931 BC) and How to Write the Course Essay	1 Kings 1-11	7
Two Week Recess				
8		Omride Dynasty (884-842 BC)	1 Kings 12 - 2 Kings 8:27	8 & 9
9		No lectures this week (please continue reading the textbook)		10
10		Jehu Dynasty (842-747 BC)	2 Kings 9:1-15:7	11
11		Assyria and the end of Israel (747-722 BC)	2 Kings 15:8-17:41	12
12		Judah from Ahaz to Amon (743-640 BC)	2 Kings 16-21	13
13		Josiah to the Fall of Judah (639-586 BC) and course wrap-up	2 Kings 22-25	14

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Develop knowledge of the history of Israel and Judah from the Late Bronze Age to the Iron II period
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- Construct best-fit hypotheses or arguments using ancient and modern evidence
- Demonstrate critical thinking about the past to the present (and vice versa)
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- Investigate biblical literary techniques and themes
- Build a supportive and positive learning community in class and online, develop as independent learners

Assessment tasks

- Essay
- Tutorial paper
- Participation

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

- Evaluate and use textual, literary, and archaeological evidence
- Demonstrate the ability to use libraries and the internet to gather resources for research
- Construct best-fit hypotheses or arguments using ancient and modern evidence
- Demonstrate critical thinking about the past to the present (and vice versa)
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- Investigate biblical literary techniques and themes
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Assessment tasks

- Essay
- Two online quizzes
- Participation

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

- Develop knowledge of the history of Israel and Judah from the Late Bronze Age to the Iron II period

- Evaluate and use textual, literary, and archaeological evidence
- Demonstrate the ability to use libraries and the internet to gather resources for research
- Improve oral and written presentation skills, and critical reading skills
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- Build a supportive and positive learning community in class and online, develop as independent learners

Assessment tasks

- Essay
- Participation

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

- Develop knowledge of the history of Israel and Judah from the Late Bronze Age to the Iron II period
- Evaluate and use textual, literary, and archaeological evidence
- Demonstrate the ability to use libraries and the internet to gather resources for research
- Construct best-fit hypotheses or arguments using ancient and modern evidence
- Demonstrate critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation skills, and critical reading skills
- Investigate biblical literary techniques and themes

Assessment tasks

- Essay
- Tutorial paper
- Two online quizzes
- Participation

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

- Develop knowledge of the history of Israel and Judah from the Late Bronze Age to the Iron II period
- Evaluate and use textual, literary, and archaeological evidence
- Demonstrate the ability to use libraries and the internet to gather resources for research
- Construct best-fit hypotheses or arguments using ancient and modern evidence
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Assessment tasks

- Essay
- Tutorial paper
- Two online quizzes
- Participation

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

- Develop knowledge of the history of Israel and Judah from the Late Bronze Age to the Iron II period
- Evaluate and use textual, literary, and archaeological evidence
- Demonstrate the ability to use libraries and the internet to gather resources for research
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Assessment tasks

- Essay
- Tutorial paper
- Two online quizzes

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

- Develop knowledge of the history of Israel and Judah from the Late Bronze Age to the Iron II period
- Evaluate and use textual, literary, and archaeological evidence
- Construct best-fit hypotheses or arguments using ancient and modern evidence
- Demonstrate critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation skills, and critical reading skills
- Investigate biblical literary techniques and themes
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Assessment tasks

- Essay
- Tutorial paper
- Two online quizzes
- Participation

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

- Demonstrate critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation skills, and critical reading skills
- Investigate biblical literary techniques and themes
- Build a supportive and positive learning community in class and online, develop as independent learners

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

- Build a supportive and positive learning community in class and online, develop as independent learners

Assessment task

- Participation

Changes since First Published

Date	Description
15/02/2019	Zachary Thomas added as tutor.