AHIS358

Ancient Hebrew C

S2 Online 2019

Dept of Ancient History

Contents

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General Information

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

Credit points
3

Prerequisites
AHIS259

Corequisites

Co-badged status

Unit description
This unit builds on the grounding in Ancient Hebrew language provided by the A and B units in the sequence. It introduces advanced grammatical concepts and vocabulary and assists students develop the knowledge and skills to read and analyse advanced Ancient Hebrew texts.

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:

• Integrate knowledge of grammar and vocabulary in reading advanced Hebrew texts

• Develop and build awareness of the diversity of ancient Northwest Semitic languages

• Recognise, memorise and learn advanced vocabulary and grammar

• Explore and appraise relevant grammatical and lexical reference tools, including biblical commentaries

• Write a scholarly exegesis of biblical passages and analyse literary techniques

• Understand the difference between "exegesis" and "hermeneutics"

• Read Paleo-Hebrew script

• Develop as independent learners and build a positive learning community

General Assessment Information

Each assessment task will be judged by the number of actual correct answers expressed as a percentage of possible correct answers.

The grades are as follow: High distinction ≥ 85%; Distinction ≥ 75%; Credit ≥ 65%; and Pass ≥ 50%

To successfully complete the unit the student will need to gain a Pass or better.

Please 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

IMPORTANT NOTE ON FINAL MARKS: Please note with respect to the marks you receive for work during the session: that the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

In the case of illness or misadventure which may effect the student's capacity to complete the assessment tasks in the expected timeframe, students must lodge a Disruption of Studies claim:

http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Assessment Tasks

Name	Weighting	Hurdle	Due
Homework tasks	40%	No	Continuous
Exegesis essay	30%	No	Start of Class, Week 10
Take home test	30%	No	Week 13

Homework tasks

Due: **Continuous**
Weighting: **40%**

Students will complete set homework tasks, including preparing texts to read and parse in class.

On successful completion you will be able to:

- • Integrate knowledge of grammar and vocabulary in reading advanced Hebrew texts
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Exegesis essay

Due: **Start of Class, Week 10**
Weighting: **30%**

Students will write an exegesis essay on ONE of the following passages: Genesis 1, Judges 3, Judges 4, Ruth 1, Jonah 1.

The purpose of this assessment task is to develop analytical skills, and independent thinking and research skills. You will be required to provide an analysis of specific literary features appearing in a biblical passage, and how the interpretation of the passage is influenced through translational approaches. Length limit: 1000 words, including analysis, references, and bibliography. It is recommended that students consult a minimum of FOUR biblical commentaries when researching their exegesis essay. Students may demonstrate their research initiative by searching for additional bibliography through the university library website. Useful journals to explore include the *Journal for Biblical Literature*, *Vestus Testmentum*, *Journal of Hebrew Scriptures* and *Journal for the Study of the Old Testament*.

The assessment criteria against which this task will be assessed are accuracy, critical thinking, research initiative, thoroughness, clarity of presentation and expression, and effective use of referencing and bibliography.

Further instructions and advice for writing an exegesis essay may be found on the iLearn site, and there will be further information on this topic in the Week 5 lecture.

On successful completion you will be able to:
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- • Understand the difference between "exegesis" and "hermeneutics"
- • Develop as independent learners and build a positive learning community

Take home test

Due: **Week 13**
Weighting: **30%**

In Week 13, students will complete a take home test. The test will include questions on vocabulary and grammar, parsing of texts, recognition of inscriptions, document analysis, and short essays.

On successful completion you will be able to:
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Delivery and Resources

Recorded lectures from previous offerings of this unit are availble via the Echo360 link on iLearn. During the "Lecture" time this session, we will be inductively reading actual biblical passages and discussing syntactical, literary, historical, and sociolinguistic issues relevant to the given passage. These sessions will be recorded. Students are strongly advised to attend (or listen to) all classes, unless they are unwell, in which case please just stay home and get better. Please see Special Consideration for more information on this below.

The iLearn site is an important resource for class discussion and accessing extra learning materials. Students are required to have regular access to a computer and the internet. Mobile devices alone may not be sufficient. For technical support go to: http://mq.edu.au/about_us/office s_and_units/informatics/help For student quick guides on the use of iLearn go to: http://mq.edu.a u/iLearn/student_info/guides.htm

Reading requirements

A Reader's Hebrew Bible. A. Philip Brown and Bryan W. Smith. Zondervan: Grand Rapids, MI. 2008. ISBN: 9780310269748

A Student's Vocabulary for Biblical Hebrew and Aramaic. Updated Edition. Larry A. Mitchel. Zondervan: Grand Rapids, MI. 2017. ISBN: 9780310533870

A Guide to Biblical Hebrew Syntax, 2nd Ed. Bill T. Arnold and John H. Choi. Cambridge University Press: Cambridge. 2018. ISBN: 9781107434967

Online glossary of terms used in Biblical Studies: http://www.read-the-bible.org/glossary.html

Additional reading materials to assist with inscriptions and other readings will be distributed throuoghout the semester in class and online.

Unit Schedule

In weeks 1-13, we will read and analyse passages of the Hebrew Bible. We will then move to broaden students' knowledge of the Northwest Semitic languages through inscriptions.

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

- • Recognise, memorise and learn advanced vocabulary and grammar
- • Explore and appraise relevant grammatical and lexical reference tools, including biblical commentaries
- • Write a scholarly exegesis of biblical passages and analyse literary techniques
- • Develop as independent learners and build a positive learning community

Assessment tasks

- Homework tasks

- Exegesis essay
- Take home test

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

- • Integrate knowledge of grammar and vocabulary in reading advanced Hebrew texts
- • Explore and appraise relevant grammatical and lexical reference tools, including biblical commentaries
- • Write a scholarly exegesis of biblical passages and analyse literary techniques
- • Understand the difference between "exegesis" and "hermeneutics"
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Assessment tasks

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- Take home test

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

- • Integrate knowledge of grammar and vocabulary in reading advanced Hebrew texts
- • Develop and build awareness of the diversity of ancient Northwest Semitic languages
- • Explore and appraise relevant grammatical and lexical reference tools, including biblical commentaries
- • Write a scholarly exegesis of biblical passages and analyse literary techniques
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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

- • Integrate knowledge of grammar and vocabulary in reading advanced Hebrew texts
- • Develop and build awareness of the diversity of ancient Northwest Semitic languages
- • Recognise, memorise and learn advanced vocabulary and grammar
- • Explore and appraise relevant grammatical and lexical reference tools, including biblical commentaries
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- Take home test

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

- • Integrate knowledge of grammar and vocabulary in reading advanced Hebrew texts
- • Develop and build awareness of the diversity of ancient Northwest Semitic languages
- • Recognise, memorise and learn advanced vocabulary and grammar
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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

- • Integrate knowledge of grammar and vocabulary in reading advanced Hebrew texts
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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

- • Integrate knowledge of grammar and vocabulary in reading advanced Hebrew texts
- • Develop and build awareness of the diversity of ancient Northwest Semitic languages
- • Recognise, memorise and learn advanced vocabulary and grammar
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- Take home test

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

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- • Develop and build awareness of the diversity of ancient Northwest Semitic languages
- • Explore and appraise relevant grammatical and lexical reference tools, including biblical commentaries

- • Read Paleo-Hebrew script

- • Develop as independent learners and build a positive learning community

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

- • Develop and build awareness of the diversity of ancient Northwest Semitic languages

- • Explore and appraise relevant grammatical and lexical reference tools, including biblical commentaries

- • Develop as independent learners and build a positive learning community