



AHIS354

Ancient Israel in its Near Eastern Context

S1 Day 2019

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Kyle Keimer

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Australian Hear

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 bibliography and encyclopaedia article are to be submitted via the turnitin links on the iLearn page by the deadlines listed above. Quizzes are taken via the iLearn page and are done entirely online. They are timed--you will have 10 minutes for each quiz. Access to the internet and the ability to download and/or view unit materials are essential. Ability to work with word processing software is required for written assessments. Further, an internet connection that allows for uploading assessments is also necessary. Any technical issue encountered with accessing unit materials and/or with submitting assignments 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. Contacting me after an assessment's due date to say that you could not submit it on time will not result in an extension for that assessment unless IT provides me with a time-stamped notice.

Assignments will be assessed on their level of completion, coherence, grammar, and comprehension. A fuller set of guidelines for each assessment is provided above and/or will be provided in class/online at a later point in time.

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 counselling certificates) or prior staff approval, late work will not be accepted. 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 (see also the clause below).

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.

Assignment tasks handed in early will not be marked and returned before the due date.

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Special Consideration is made and approved.

Tasks above 10%. No extensions will be granted. Students who submit late work without an extension will receive a penalty. This penalty does not apply for cases in which an application for Special Consideration is made and approved.

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.*

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.

It is highly recommended that you come to all tutorials (internals). Further, you should complete the readings and any other work for any given week before that week's meeting.

Assessment Tasks

Name	Weighting	Hurdle	Due
Active Participation	10%	No	Every Week
Encyclopedia Article	30%	No	Friday of Week 10
Weekly Quizzes	30%	No	Weeks 2-11
Annotated Bibliography	30%	No	Friday of Week 8

Active Participation

Due: **Every Week**

Weighting: **10%**

Every week there will be readings 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 (before coming to class that week!) and participate in the classroom discussion.

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
- 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

Encyclopedia Article

Due: **Friday of Week 10**

Weighting: **30%**

Choose one of the following topics and write a 1500-word encyclopaedia entry for that topic: 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, the Psalms, the Archaeology of Nomads, the Army/ies of Ancient Israel, Ancient Near Eastern Propaganda, Historiography and History writing in ancient Israel or the ANE, or another approved topic.

Your encyclopaedia article should address detail key issues related to your topic as well as essential details for anyone interested in learning more about that 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)?

You must provide a bibliography with at least 15 sources consulted in your research. These sources should be academic books/articles that are peer reviewed. Online sources are rarely acceptable (unless you are obtaining articles from online journals via Jstor or other similar databases). Note: works that are older than 1950 are rarely appropriate because they tend to be outdated. Strive to find the most recent research on your topic.

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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- 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

Weekly Quizzes

Due: **Weeks 2-11**

Weighting: **30%**

Beginning in Week 2 and running through Week 11 there will be a short quiz every week to assess the students' interaction with and comprehension of the readings and class discussions. These quizzes will become available following each class and must be completed via iLearn by 9pm on the following Thursday (i.e., the quiz for Week 2 will open after class on Friday and must be submitted by the Thursday of the following week).

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
- 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

Annotated Bibliography

Due: **Friday of Week 8**

Weighting: **30%**

Students will choose one of the weekly topics (i.e., Institutions and households, Cosmogonies and Myths, Poetry and Wisdom Literature, etc.) and compile a comprehensive bibliography for the topic. Assessment will be based on the types of resources compiled (i.e., academic vs. popular; relevant vs. irrelevant; international in scope (i.e., does the bibliography include resources in foreign languages) vs. English-only). The purpose of the assignment is to familiarize the student with the body of secondary literature concerning a specific topic and to hone their search skills for advanced research. Students should be prepared to summarize the state of research on their given topic. Students need to read at least 5 of the sources they include in their bibliography and provide 100-word annotations for those readings. Students do NOT have to read **all** of the resources listed in the bibliography, though they should peruse each well enough that they can rationalize a given source's inclusion in the bibliography. While there is no minimum number of sources required for inclusion in your bibliographies, anything less than 25 will be insufficient.

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

- 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

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 files/additional resources and the ability to use word processing software 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).

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

*You may use either the 1st or 2nd edition of Sparks' book as they are essentially the same.

Recommended books:

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

Bible. Preferably the NRSV or ESV translation.

Short 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., *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).
- 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 readings because you need to complete these readings 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 one of the following articles:

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

Activity: Be prepared to discuss the issues that the article you read mentions concerning the study (of any aspect) of the ancient Near East 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 these readings 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*]

Activity: We will complete a worksheet (which will be available on the iLearn page before class) in class on the Epic.

3. Institutions and Households: Expressions of Power

Readings: VDM 67-112; Sparks 344-360 (Genealogies, King lists); Each of you will be assigned one of the following to read: Brisch 2008: 1-11; Schloen 2001: 49-89; Garfinkel 2005, Garfinkel 2008; Master 2001

Activity: We will complete a worksheet (which will be available on the iLearn page before class) in class on the topics covered in the readings.

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

Activity: We will discuss the readings in class.

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

Activity: We will discuss the readings in class.

6. Cosmogenies 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)

Activity: We will complete a worksheet (which will be available on the iLearn page before class) in class on the topics covered in the readings.

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

Activity: We will discuss the readings in class.

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

Activity: We will discuss the readings in class.

9. State and Imperial Expressions of Power

Readings: VDM 221-264; Sparks 361-416 (Historiography and Royal Inscs), and one of the following articles: Osborne 2015, Keimer and Thomas 2019, Miller 2009, Parker 2013, Fuchs 2011; Liverani 1979; 1988

Activity: We will discuss the readings in class.

10. Israelite religion

Readings: VDM 265-288, and two of the following articles: Smith 2016; Levine 2005; Hoffmeier 2016; Keimer 2018; Lynch 2014; Machinist 1983; Olyan 2008; Albertz 2008

Activity: We will discuss the readings in class.

11. Growth of literary texts from oral contexts

Readings: VDM 289-326; Sparks 25-55 (Archives and Libraries); and one of the following: Carr 2015; Person 1998; Abusch 2001, Young 2017

Activity: We will discuss the readings in class.

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)

Activity: We will discuss the readings in class.

13. Prophets and Prophecy

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

Activity: We will discuss the readings in class.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](http://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

- 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

- Active Participation
- Encyclopedia Article
- Annotated Bibliography

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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- 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

- Active Participation
- Encyclopedia Article
- Weekly Quizzes
- Annotated Bibliography

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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- Synthesize acquired knowledge and understanding to produce critical analytical compositions

Assessment tasks

- Active Participation
- Encyclopedia Article
- Weekly Quizzes
- Annotated Bibliography

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
- 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

- Active Participation
- Encyclopedia Article
- Weekly Quizzes
- Annotated Bibliography

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
- 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

- Active Participation
- Encyclopedia Article
- Weekly Quizzes
- Annotated Bibliography

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

- Active Participation
- Encyclopedia Article
- Weekly Quizzes
- Annotated Bibliography

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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- 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

- Active Participation
- Encyclopedia Article
- Annotated Bibliography

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 tasks

- Active Participation
- Encyclopedia Article
- Annotated Bibliography

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 tasks

- Active Participation
- Encyclopedia Article
- Annotated Bibliography

Changes from Previous Offering

Tutorial topics and many readings have been changed.

Assessments are different.