



AHIS250

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

S2 Day 2015

Dept of Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	9
<u>Changes from Previous Offering</u>	14
<u>Assignment Submission, Extensions and Penalties</u>	14
<u>Changes since First Published</u>	14

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

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By appointment

Lecturer

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Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit is a study of the traditions and history of the Israelite peoples from the foundation of the nation through the period of the monarchy to the catastrophic events of the early sixth century BCE. The Hebrew Bible and archaeological evidence are used as sources to reconstruct the history of the period, and to understand the theological responses to unfolding events. Critical scholarship is employed to interpret our historical sources.

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:

Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period

- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

General Assessment Information

1. **Tutorial Paper:** Topics for discussion and assignment questions are set out under each week on the unit's iLearn site. ONE written assignment (tutorial paper) based on tutorial topics in weeks 2-5 is to be submitted for assessment. It will count for 15% of the final mark. And ONE written assignment (tutorial paper) based on tutorial topics in weeks 6-11 is to be submitted for assessment. It will count for 15% of the final mark. (Preparation for each tutorial, however, is strongly advised, **since the material covered in tutorials will be examined**) Assignments must be submitted via the communicate privately with teaching staff link on the iLearn site, by 11:59PM on the due date.

The appropriate length of tutorial assignments will vary with topic but should not exceed 800 words. The assignment should be structured as a mini essay. What is required are succinct, sharply-focussed and tightly expressed answers to the particular questions set. The paper must be documented and based on a direct examination of the ancient sources. If modern scholarship is used, a bibliography should be attached (see Essay Presentation Guides on the Ancient History website as <http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_ancient_history/current_students/program_information/>. To reiterate and clarify, we will be assessing the degree to which you answer the question/s set (within the word limit), the degree to which you cite the ancient evidence in support of your arguments and the clarity of your presentation and written expression.

2. **Essay:** One essay, counting for 30% of the final mark, is required. It should not exceed 2000 words. IT IS DUE **FRIDAY OCTOBER 9th**.

Note you should always keep a copy of completed tasks in case of loss.

3. Examination:

There is a two-hour examination worth 40% of the final assessment. It will include:

- * a range of extracts from a selection of primary sources for discussion
- * two essay-type questions

Important: The University Examination period in 2nd session 2015 is from 9th November to 27th November.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations at: <http://students.mq.edu.au/student_admin/timetables>.

The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruptions. In these circumstances you may wish to consider applying for Special Consideration. To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's Ask MQ system (<https://ask.mq.edu.au/splash.php>). Information about the unavoidable disruption to studies process is available under the 'Policies and Procedures' section of this Unit Guide.

You are advised that it is Macquarie University policy not to set examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

Grading:

The grade a student receives will signify their overall performance in meeting the learning outcomes of the unit. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level 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

Assignment Submission

ALL written assignments (tutorial paper, essay) must be submitted online through the AHIS250 iLearn site via the communicate privately with teaching staff link.

Return of marked work:

Staff will endeavour to return tutorial papers by the time of the next tutorial though this may not always be possible.

Staff will also endeavour to return essays by the end of session.

Over the course of AHIS250 your work will be marked by at least two members of staff.

Assessment Tasks

Name	Weighting	Due
<u>Tutorial Paper 1</u>	15%	28th August (end week 5)

Name	Weighting	Due
Essay	30%	9th October (end week 9)
Tutorial Paper 2	15%	23rd October (end week 11)
Examination	40%	Examination period

Tutorial Paper 1

Due: **28th August (end week 5)**

Weighting: **15%**

Tutorial paper 800 words

Students will choose to answer in a short 800-word essay any one question from the tutorials in weeks 2-5.

On successful completion you will be able to:

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Essay

Due: **9th October (end week 9)**

Weighting: **30%**

Compulsory essay 2000 words

Students will choose to answer in a 2000-word essay one of the following questions:

1. What can the evidence from Kuntillet 'Ajrud tell us about monotheism in the First Temple Period?
2. Why do the prophets use the metaphor of marriage to describe the relationship between YHWH and Israel/Jerusalem?
3. How are the women in Judges 3-15 portrayed? To what extent might the portrayal reflect social reality?
4. Was Solomon's succession a palace coup? Assess the evidence of 1 Kings 1-2 and 1 Chron 23:1-2 and 28:1-29:30
5. To what extent can the royal Psalms be termed propaganda?

Bibliographies will be placed in iLearn

On successful completion you will be able to:

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Tutorial Paper 2

Due: **23rd October (end week 11)**

Weighting: **15%**

Tutorial paper 800 words

Students will choose to answer in a short 800-word essay any one question from the tutorials in weeks 6-11.

On successful completion you will be able to:

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Examination

Due: **Examination period**

Weighting: **40%**

End of semester examination

Two hour examination in two equally weighted parts, the first requiring comment on extracts from a selection of primary sources and the second consisting of two essay-type questions

On successful completion you will be able to:

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)

- Improve oral and written presentation

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. The importance of regular attendance is that in the lectures we signal the topics we deem significant. It is these topics which will be examined.

Tutorials: There is one tutorial a week for most weeks of the semester. Participation in tutorial discussion is considered a vital and rewarding part of the unit but you should attend only if you have completed the reading prescribed for the week. Material from tutorials will be examined.

Student Workload: IN accordance with the 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 its 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 will be placed in e-reserve or i-Learn and should also be read. The compulsory reading for the course will amount to:

1. Bible: Genesis to 2 Kings (plus a number of other texts as specified);
2. *A History of Ancient Israel and Judah*; and
3. e-reserve and electronic journal articles.

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	27/7	Abraham to Joseph	Genesis 11-50	1
2	38	Moses	Exodus 1-24, 32-4; Numbers 10:11-36:13	2
3	10/8	Joshua	Joshua 1-24	3
4	17/8	Judges	Judges 1-21	4
5	24/8	Samuel & Saul (1025-1005BC)	1 Samuel 1-15	5
6	31/8	David (1005-970 BC)	1 Samuel 16 - 2 Samuel 24	6
7	7/9	Solomon (970-931 BC)	1 Kings 1-11	7
Recess				
8	28/9	Omride Dynasty (884-842 BC)	1 Kings 12 - 2 Kings 8:27	8 & 9
9	5/10	No lectures this week		10
10	12/10	Jehu Dynasty (842-747 BC)	2 Kings 9:1-15:7	11
11	19/10	Assyria and the end of Israel (747-722 BC)	2 Kings 15:8-17:41 (cf. Isaiah 36); Amos and Hosea	12
12	26/10	Judah from Ahaz to Amon (743-640 BC)	2 Kings 16-21; Isaiah 1-35	13
13	2/11	Josiah to the Fall of Judah (639-586 BC)	2 Kings 22-25; Jeremiah	14

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.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

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

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use 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

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Assessment tasks

- Tutorial Paper 1
- Essay
- Tutorial Paper 2
- Examination

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

- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Assessment tasks

- Tutorial Paper 1
- Essay
- Tutorial Paper 2
- Examination

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

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Improve oral and written presentation

Assessment tasks

- Tutorial Paper 1
- Essay
- Tutorial Paper 2
- Examination

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

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Assessment tasks

- Tutorial Paper 1
- Essay
- Tutorial Paper 2
- Examination

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

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Assessment tasks

- Tutorial Paper 1
- Essay
- Tutorial Paper 2
- Examination

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

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence

- Ability to use libraries and the internet to gather resources for research
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Assessment tasks

- Tutorial Paper 1
- Essay
- Tutorial Paper 2
- Examination

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

- Knowledge of history of Israel and Judah from the Late Bronze Age to the Iron II period
- Ability to evaluate and use textual and archaeological evidence
- Ability to use the evidence to construct a best-fit hypothesis
- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Assessment tasks

- Tutorial Paper 1
- Essay
- Tutorial Paper 2

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

- Ability to use critical thinking about the past to the present (and vice versa)
- Improve oral and written presentation

Changes from Previous Offering

Students will no longer be marked on participation, although participation in tutorial discussions is strongly encouraged. Instead, a second short-tutorial paper (800 words) has been added.

Assignment Submission, Extensions and Penalties

ASSIGNMENT SUBMISSIONS

ALL written assignments (tutorial paper, essay) will be submitted online through the AHIS250 iLearn site.

You are required to present yourself for examination at the time and place designated in University Examination Timetable. The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances, please consult University Policy for the available procedure.

EXTENSIONS

Extensions for assignments and waivers for penalties for non-attendance can only be granted for medical reasons or on compassionate grounds.

Without documentation (medical or counselling certificate), a penalty of 2% a day (including weekends) will be applied.

If you need an extension this must be agreed on after discussion with the course convenor, who may ask for documentation. You must apply for an extension **before the assignment due date**. Extensions asked for after the date will not be granted.

Note: Always retain a copy of completed tasks in case of loss.

Changes since First Published

Date	Description
22/07/2015	Additions to: *General Assessment Information *Delivery and Resources *Assignment Submission, Extensions and Penalties