



Course Syllabus - DRAFT

KNB 6361HS - Ancient Israel: History, History Culture, & Context

Knox College, Toronto School of Theology, Fall 2023

Instructor Information

Instructor: Dr. Brian P. Irwin, Associate Professor of Old Testament/Hebrew Scripture
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Course Identification

Course Number: KNB6361HS
 Course Format: Lectures and discussion
 Course Name: Ancient Israel: History, Culture, and Context
 Course Location: Room TBA, Knox College, 23 King's College Circle
 Class Times: Tuesdays, 11:10am–1:00pm
 Prerequisites: an introductory course in Old Testament; two or more semesters of Biblical Hebrew

A. Course Description and Student Learning Goals

This course presents an overview of the geography and history of Israel and its place in the ancient Near East from the emergence of Israel in Canaan to the beginning of the Roman period. Students will also be introduced to the major issues relating to historiography. This course is an ideal way to acquire a broad context for further work in biblical studies.

Graduate Level

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

Course Outcomes	Course Element	Programme Outcomes
<i>By the end of this course, the student will:</i>	<i>This outcome will be achieved through these course elements:</i>	<i>This course outcome corresponds to these aspects of TST's statements of outcomes (PhD, ThM I & II; MA outcomes are not yet available)</i>
<ul style="list-style-type: none"> be able to demonstrate a general knowledge of the geography of the eastern Mediterranean and a detailed knowledge of the geography of ancient Israel with a 	Mapping exercise, course readings, lectures	PhD: 1. Depth and Breadth of Knowledge MA: ThM I: 1. Knowledge of the area of

view to understanding the political, military, and strategic dynamics that governed the region		concentration ThM II: 1. Knowledge of the area of concentration
<ul style="list-style-type: none"> have developed an introductory understanding of subjects related to religion, social order, and international relations as a means of understanding the context in which biblical traditions developed 	Mapping exercise, course readings, lectures	PhD: 1. Depth and Breadth of Knowledge MA: ThM I: 1. Knowledge of the area of concentration ThM II: 1. Knowledge of the area of concentration
<ul style="list-style-type: none"> have developed a critical understanding of a specific topic related to the ancient Near East and communicate and defend that understanding in a public context 	Lectures, final paper, seminar presentation	PhD: 1. Depth and Breadth of Knowledge; 2. Research and Scholarship; 3. Level of Application of Knowledge; 5. Level of Communication Skills; 6. Awareness of the Limits of Knowledge MA: ThM I: 1. Knowledge of the area of concentration; 2. Ability with scholarly tools and skills; 3. Ability to carry out specialized research; 4. Preparation for further study or vocational occupation ThM II: 1. Knowledge of the area of concentration; 2. Ability with scholarly tools and skills; 3. Ability to carry out specialized research
<ul style="list-style-type: none"> be able to demonstrate an understanding of the powers, movements, and events how these affected Israel's place in the ancient Near East 	History Chart, course readings, final paper	PhD: 1. Depth and Breadth of Knowledge; 2. Research and Scholarship; 3. Level of Application of Knowledge; 5. Level of Communication Skills; 6. Awareness of the Limits of Knowledge MA: ThM I: 1. Knowledge of the area of concentration; 2. Ability with scholarly tools and skills; 3. Ability to carry out specialized research ThM II: 1. Knowledge of the area of concentration; 2. Ability with scholarly tools and skills; 3. Ability to carry out specialized research
<ul style="list-style-type: none"> be able to demonstrate a working knowledge of the standards of <i>A Manual for Writers of Term Papers, Theses, and Dissertation</i> and the <i>SBL Handbook of Style</i> for writing a paper in biblical studies (e.g., citation, referencing, 	Final paper	PhD: 3. Level of Application of Knowledge; 4. Professional Capacity or Autonomy; 5. Level of Communication Skills MA: ThM I: 2. Ability with scholarly tools and skills; 4. Preparation for further

transliteration, etc.)		study or vocational occupation ThM II: 2. Ability with scholarly tools and skills
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B. Course Resources

Required Texts

Required texts are available online at competitive prices from the University of Toronto Bookstore (<https://uoftbookstore.com/textbooks/>) or at their St. George campus location.

- A modern translation of the Bible (e.g., NRSV, RSV, TNIV, NIV, NJPS, NET, or NASB). The NET Bible offers extensive textual notes and is available for use online or as a free download from www.bible.org. The NJPS (Tanakh) is a translation of the Hebrew Bible by the best in Jewish Biblical scholarship. As such, it provides a helpful complement to any of the standard Christian translations. For some readings, students will need to have access to a Bible containing the Apocrypha.
- Arnold, Bill T., and Brent A. Strawn. *The World around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids, MI: Baker, 2016. [WAOT]
- Biblical Backgrounds *Introductory Study Package* including the latest editions of, 1) *Regions on the Run: Introductory Map Studies in the Land of the Bible* [ROTR], 2) *Regional Study Guide: Introductory Map Studies in the Land of the Bible* [RSG], and 3) seven Regional Study Maps. For details see: <https://www.biblicalbackgrounds.com/intro-study-package>.
- Rainey, Anson F., and R. Steven Notley. *Carta's New Century Handbook and Atlas of the Bible*. Jerusalem: Carta, 2007. [NCHAB]

Recommended Texts

These recommended texts include items of possible interest to students along with items from which course readings may be drawn. Students are *not* required to purchase anything on this list. For additional resources related to the study of ancient Israel, see the bibliography at the end of this syllabus.

- Collins, Billie Jean, Bob Buller, and John F. Kutsko, eds. *The SBL Handbook of Style: For Biblical Studies and Related Disciplines*. 2nd ed. Atlanta, GA: SBL Press, 2014.
An academic style guide based generally on Turabian and used by the *Journal of Biblical Literature*. Includes extensive lists of abbreviations related to biblical studies. A recommended purchase for those who plan to continue to do advanced work in biblical studies.
- Long, V. Philips, ed. *Israel's Past in Present Research: Essays on Ancient Israelite Historiography*. Sources for Biblical and Theological Studies. Winona Lake, IN: Eisenbrauns, 1999. [IPPR]
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago Guides to Writing, Editing, and Publishing, ed. John Grossman and Alice Bennett. 6th ed. Chicago, IL; London: University of Chicago Press, 1996.
The academic style used by most North American colleges. It has much in common with the larger *Chicago Manual of Style* which may be consulted for items that Turabian omits. See also the online guide at: <http://www.writing.utoronto.ca/advice/using-sources/documentation>.

Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. For help with Quercus, visit: <https://q.utoronto.ca/courses/46670/pages/support>. Students who continue to experience difficulty after consulting

online support should contact Knox's head librarian, Joan Pries (joan.pries@utoronto.ca), for further help.

The professor's faculty website can be found at: <https://knox.utoronto.ca/dr-brian-irwin/>

C. Evaluation

The class consists of a single two-hour session each week. On some occasions, a portion of class may be devoted to work in small groups. Small group discussions will be based on assigned readings or an exercise given by the Instructor. Other assignments are outlined below. Grading follows the TST grade scale found below in, "G. Toronto School of Theology Grading Scale and Standards."

The final grade for this course will be based on evaluation in six areas:

1. **Mapping Assignments (20%).** Using the components of the Biblical Backgrounds *Introductory Study Package*, students shall complete the marking assignments laid out in the syllabus. The instructor may require students to submit completed maps for inspection. A portfolio of all assigned mapwork shall be submitted at the end of the course for a Pass/Fail grade. Details to follow in class. **Due session 12.**
2. **Israel in the Ancient Near East History Chart (15%).** Drawing on material found in the course readings and other texts, students shall produce a chart giving an overview of ancient Near Eastern history from approximately 1000–586 BCE. Emphasis should be Israel and the surrounding cultures and where relevant should include reference to important primary sources. **Due session 7.**
3. **Culminating Assignment (Total: 55%).** A three-part assignment in which students may choose one of two options. Once a student has committed to an option, they must carry that option through to completion.

Option A: Research Paper

- a) **Research Paper Proposal (5%).** Students shall submit a 2–3-page statement about a topic related to the history of ancient Israel that they wish to examine in their final Research Paper (see below). The proposal should include a clear statement of the research question, followed by a statement of why it is of interest and a preliminary statement of what the student thinks they might discover or learn. The student should include a bibliography of at least five sources that they think they might consult. This assignment does not commit the student to the topic but is intended as a first step to stimulate early thinking. **Due session 5.**
- b) **Research Presentation (15%).** Students shall present a synopsis of their developing research to their fellow students in a seminar format. Students should provide a handout with an outline of their talk along with text and translation of any relevant primary sources. Presentations will be scheduled as a special session outside of the normal class meeting. **Due sessions 8–10.**
- c) **Research Paper (35%).** A 12–15-page paper on a topic to be decided in consultation with the instructor. Students are advised to select and begin work on their paper *as early as possible* in the semester (see above, Research Paper Proposal). Students are required to meet with the professor by session five to discuss their topic and available resources. Evaluation will be based on written clarity and organisation, ability to follow assignment instructions, argumentation, degree of insight, and judicious use of primary and secondary sources. A completed Assignment Checklist (see Quercus) must accompany your final paper. **Due session 12.**

OR

Option B: Dictionary Assignment

- a) **Minor Dictionary Entry (5%).** Choosing from a list of topics provided by the instructor, students shall write an article of approximately 300 words in the style of a Bible dictionary entry. Where relevant, students should rely on primary sources and the latest published research. **Due session 5.**
- b) **Article Presentation (15%).** Students shall present their developing research on either their medium- or major-length dictionary entry. The presentation should go beyond what is in the article itself to deal with the history of research and the issues or problems involved with the topic. The presentation should be 15 minutes in length

with an additional 15 minutes allotted for questions. This will be scheduled outside of the normal class meeting as a special session for graduate students. **Due sessions 8–10.**

- c) **Medium and Major Dictionary Articles (35%).** Students shall submit a medium-length dictionary article (750 words) on a topic chosen from a list provided by the instructor and a major dictionary article (1500 words) on a topic chosen in consultation with the instructor. Where relevant to the subject matter of the course, students may wish to write their major article on a subject related to their area of doctoral research. **Due session 12.**

4. **Required Readings and Participation (10%).** This element of the course grade will take into account factors such as readings completed, attendance, participation in class etc. Students shall upload to Quercus a Word document containing a statement of the percentage of required readings completed. **Due session 12.**

Toronto School of Theology Grading Scale and Standards

The following chart presents the standard used for assessment in this course. It is included in the interests of transparency and to assist students in self-appraisal. If you wish to discuss an assignment to be submitted or a grade that has been received, please feel free to make an appointment with the instructor.

Letter Grade	Numerical Value	GPA	Grasp of Subject Matter	Explanation
“A” range: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.				
A+	90–100	4.0	Profound and creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base.
A	85–89	4.0	Outstanding	
A-	80–84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
“B” range: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77–79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature.
B	73–76	3.0	Good	
B-	70–72	2.7	Satisfactory at a post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
FZ	0–69	0	Failure	Failure to meet the above criteria.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. The penalty for late work is 4% deducted per week late (2% off per half week). This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty advisor or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a

mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<https://tinyurl.com/yav2hkqm>) or college grading policy.

Use of Turnitin Plagiarism Detection Tool. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their written work to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq> ([Links to an external site](#))).

Students who have principled objections to the use of this service should see the course instructor during the first two weeks of the course to arrange an alternative. Typically, this will involve submitting drafts of the assignment at regular intervals throughout the semester. Further information on Turnitin and Quercus may be found at: <https://teaching.utoronto.ca/resources/student-support/>.

D. Course Policies & Information

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook. See further, the Syllabus Supplement available from the class Quercus page. In particular, please note the following:

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism Policy. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to the Knox Director of Academic Programmes. For details, see the *TST Basic Degree Handbook* and the Graduate program Handbooks (linked from <https://tinyurl.com/y47hv9ne>) and the *University of Toronto Code of Behaviour on Academic Matters* (<https://tinyurl.com/y7vrsrhu>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (<https://tinyurl.com/ydbcge4q>).

Use of Generative AI (e.g., ChatGPT, Copilot, Gemini, Claude). You may use generative artificial intelligence tools for learning and practicing the concepts in this course, but these tools may **not** be used for completing assignments in this course. That is, you may use these tools in the same ways you might discuss course content and assignments with your peers, but just as you may not collaborate with your peers to complete assignments, you may not use these tools to complete any assignment or exercise. If you use a GenAI tool, you should use the version of Microsoft Copilot licensed to the University of Toronto, which doesn't retain data for training purposes. Other tools may and do use data entered by users to train the AI, and unless you hold the rights to the prompts you use, you may be entering copyrighted material without the rights-holder's permission.

All of this said, I encourage you to think about the moral, ethical, and pedagogical implications of using GenAI. A first step is to complete the University of Toronto's "[Coursework and GenAI: A Practical Guide for Students](#)" in Quercus. Another step is to read the University of Alberta Library's "[Ethical Considerations for Using Generative AI](#)." You might also read this research paper, "[Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task](#)," which reports on experiments showing that using GenAI literally makes students stupider.

This course policy is designed to promote your learning and intellectual development and to ensure that evaluations are a fair and accurate assessment of your learning. Though it may be tempting to use generative AI to assist you when completing your assignments, this will simply inhibit your learning. If the work you submit is essentially the output of generative AI, then what have you learned and what value are you adding? Think of it this way: if a potential employer or supervisor can get as much from an AI tool as what you're able to do yourself, then why should they hire you at all? You should aim to understand course content at a level that far exceeds what an automated tool can achieve. This course—and in particular, each assignment—is designed to help you attain true mastery of the course content. If you have questions or are stuck, please come to office hours, where I'll be happy to help.

Other academic offences. TST students come under the jurisdiction of the *University of Toronto Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Inclusive Language. Knox College has a policy that inclusive language be used in teaching, public worship, class presentations, written assignments, and official communications. This policy may be found at: https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at <http://www.utorid.utoronto.ca/>. The course instructor will not be able to help you with this. For help with your UTORid and password or other technological issues the following options are available: email help.desk@utoronto.ca; phone 416-978-HELP; or visit the Help Desk at the Information Commons at Robarts Library.

Students should check utoronto email regularly for messages about the course. Forwarding your utoronto email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs should be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Attendance. Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of the College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Use of Technology in Class. Laptops and other computing devices may be used in the classroom for note-taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class.

Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

E. Weekly Schedule of Classes, Readings & Assignments

Session 1 Sept. 9 COURSE INTRODUCTION • OVERVIEW OF ISRAELITE HISTORY • History Writing IN THE ANCIENT WORLD
**Reading:**

- Citing Sources handout
- “How Not to Plagiarize” (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

Session 2 Sept. 16 HISTORICAL CRITICISM, ARCHAEOLOGY, & HISTORIOGRAPHY
**Reading:**

- *NCHAB*, pp. 7–24
- Klement, Herbert H. “Modern Literary-Critical Methods and the Historicity of the OT”. *IPPR*, pp. 439–459.
- Halpern, Baruch. “Erasing History: The Minimalist Assault on Ancient Israel”. *IPPR*, pp. 415–426.
- Lemche, Neils Peter. “Is it Still Possible to Write a History of Ancient Israel?” *IPPR*, pp. 391–414.

Session 3 Sept. 23 Sources for Historical Reconstruction • Archaeology
**Reading:**

- *WAOT*, pp. 31–105 (Assyria)

Session 4 Sept. 30 Geography of Ancient Israel • Introduction to Map Work
**Map Work:**

- *RSG* section I, events 1–4, pp. 3–21 (Reading and map marking)

**Reading:**

- *WAOT*, pp. 353–77 (Philistines)
- Fouts, David M. “A Defense of the Hyperbolic Interpretation of Large Numbers in the Old Testament.” *Journal of the Evangelical Theological Society* 40, no. 3 (1997): 377–387.
- Wenham, John William. “Large Numbers in the Hebrew Bible.” *Jewish Bible Quarterly* 25, no. 4 (Oct-Dec 1997): 260-67.

Session 5 Oct. 7 Egyptian History & Religion


Due: Option A: Research Paper Proposal *OR* Option B: Minor Dictionary Entry (5%)

**Reading:**

- Genesis 12–50 (skim)
- *NCHAB*, pp. 25–30
- *WAOT*, pp. 169–96 (Egypt)
- “Egyptian Religion” *Anchor Bible Dictionary* II: 408–412

Session 6**Oct. 14****Mesopotamian History & Religion****Map Work:**

- *RSG* section II, events 5–8 + Concluding Thoughts, pp. 22–29 (Reading and map marking)

**Reading:**

- Joshua (skim)
- *NCHAB*, pp. 31–48
- *WAOT*, pp. 107–37 (Babylonia)
- “Mesopotamia, History of (Assyria)” *Anchor Bible Dictionary* IV: 753–54
- “Mesopotamia, History of (Babylon)” *Anchor Bible Dictionary* IV: 773–76

Session 7**Oct. 21****Canaanite Religion • Ugarit****Due:** History Chart (15%)**Map Work:**

- *RSG* section III, events 9–11, pp. 30–36 (Reading and map marking)

**Reading:**

- Judges (skim)
- *NCHAB*, pp. 49–92
- *WAOT*, pp. 153–66 (Ugarit)
- Pardee, Dennis. “The Ba’lu Myth (1.86).” In *The Context of Scripture*, eds. William W. Hallo et al., 1: Canonical Compositions from the Ancient World. Leiden: E. J. Brill, 1997.
- “Canaan, Religion of” *Anchor Bible Dictionary* I: 831–37

Oct. 28**Reading Week – no class meeting****Session 8****Nov. 4****Law and Order in Ancient Israel • Seminar Presentations****Due:** Seminar Presentations (Options A and B) (15%) (Sessions 8–10)**Map Work:**

- *RSG* section IV, events 12–13 + An Overview from Megiddo, pp. 37–45

(Reading and map marking)



Reading:

- 1–2 Samuel (skim)
- NCHAB, pp. 93–115
- WAOT, pp. 229–65 (Aram)

*** Additional Resources:**

Baker, David L. *Tight Fists or Open Hands?: Wealth and Poverty in the Bible*. Grand Rapids, MI; Cambridge: Eerdmans, 2009.

Copan, Paul. *Is God a Moral Monster?: Making Sense of the Old Testament God*. Grand Rapids, MI: Baker, 2011.

Session 9 Nov. 11 Calendar • Economy • Seminar Presentations



Map Work:

- RSG section V, events 14–17, pp. 46–59 (Reading and map marking)



Reading:

- 1–2 Kings (skim)
- NCHAB, pp. 116–135
- WAOT, pp. 309–52 (Transjordan)
- “Calendars” *Anchor Bible Dictionary* I: 814–820
- “Agriculture” *Anchor Bible Dictionary* I: 95–98
- Borowski, Oded. *Daily Life in Bible Times*. Society of Biblical Literature Archaeology and Biblical Studies, ed. Andrew G. Vaughn. Leiden; Boston: Brill, 2003, pp. 109–126.

*** Additional Resources:**

MacDonald, Nathan. *What Did the Ancient Israelites Eat?: Diet in Biblical Times*. Grand Rapids, MI; Cambridge: Eerdmans, 2008.

Session 10 Nov. 18 Postexilic era • Seminar Presentations



Map Work:

- RSG section VI, events 18–19, pp. 60–71 (Reading and map marking)



Reading:

- 1–2 Chronicles (skim)
- NCHAB, pp. 136–156
- WAOT, pp. 379–416 (Persia)

Session 11 Nov. 25 Second Temple Period History • Second Temple Sources

**Map Work:**

- RSG section VII, events 20–21, pp. 72–87 (Reading and map marking)

**Reading:**

- Ezra–Nehemiah (skim)
- NCHAB, pp. 157–223
- WAOT, pp. 467–500 (Greece)
- 1 & 2 Maccabees (skim)

Session 12 Dec. 2 Second Temple Period History (cont'd)

Due: Mapping Assignments (20%); Option A: Research Paper *OR* Option B: Medium and Major Dictionary Entries (35%); Statement of Required Readings Completed (part of Participation grade totalling 10%)

**Map Work:**

- RSG section VII, events 22–24 + Nebi Samwill pp. 87–108 (Reading and map marking)

**Reading:**

- NCHAB, pp. 224–268

F. Select Bibliography

- Albright, William Foxwell. *From Stone Age to Christianity: Monotheism and the Historical Process*. 2nd ed. Baltimore, MD: Johns Hopkins Press, 1946.
- Amit, Yaira. *History and Ideology: An Introduction to Historiography in the Hebrew Bible*. Biblical Seminar, ed. Yael Lotan, 60. Sheffield: Sheffield Academic Press, 1999.
- Avi-Yonah, Michael, ed. *A History of the Holy Land*. London: Weidenfeld & Nicolson, 1969.
- Bimson, John J. *Redating the Exodus and Conquest*. Journal for the Study of the Old Testament Supplement Series, 5. 2nd ed. Sheffield: Almond, 1981.
- Borowski, Oded. *Daily Life in Bible Times*. Society of Biblical Literature Archaeology and Biblical Studies, 5. Leiden; Boston: Brill, 2003.
- Bright, John. *Early Israel in Recent History Writing*. Studies in Biblical Theology, 19. London: SCM, 1956.
- Bright, John. *A History of Israel*. 3rd ed. Philadelphia, PA: Westminster, 1981.
- Bruce, F. F. "Tacitus on Jewish History." *Journal of Semitic Studies* 29 (1984): 33–44.
- Bruce, F. F. *Israel and the Nations: The History of Israel from the Exodus to the Fall of the Second Temple*. Revised ed. Carlisle, Cumbria: Paternoster, 1997.
- Chavalas, Mark W., and K. Lawson Younger Jr., eds. *Mesopotamia and the Bible: Comparative Explorations*. Grand Rapids, MI: Baker, 2002.
- Cogan, Mordechai. *The Raging Torrent: Historical Inscriptions from Assyrian and Babylon Relating to the Old Testament*, A Carta Handbook. Jerusalem: Carta, 2008.
- Davies, Philip R. "Method and Madness: Some Remarks on Doing History with the Bible." *Journal of Biblical Literature* 114, no. 4 (1995): 699–705.

- de Vaux, Roland. *Ancient Israel*. 2 vols. New York, NY: McGraw-Hill, 1965.
- de Vaux, Roland. *The Early History of Israel*. Philadelphia, PA: Westminster, 1978.
- Grabbe, Lester L., ed. *Can a 'History of Israel' Be Written?* Journal for the Study of the Old Testament Supplement Series, 245. Sheffield: Sheffield Academic Press, 1997.
- Hallo, William W. et al., eds. *Scripture in Context II: More Essays on the Comparative Method*. Winona Lake, IN: Eisenbrauns, 1983.
- Halpern, Baruch. *The Emergence of Israel in Canaan*. Society of Biblical Literature Monograph Series, 29. Chico, CA: Scholars Press, 1983.
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