

ANCIENT ISRAEL:
FROM ITS ORIGINS IN THE SETTLEMENT TO THE BABYLONIAN EXILE

York University
Department of History
History 3110
2016-2017

Course Director: M.P. Maidman
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Lecture: Monday 11:30-2:30
104 Vanier College

Office Hours
Monday 3-4 and by appointment

I. Course description

This course seeks to describe the political history of ancient Israel down to its national exile at the hands of the Assyrians and the Babylonians.

The first aim of this course is to recognize the implications of primary sources for Israelite history. Primary sources include objects excavated by archaeologists and documents written during the period we are studying. However, the most important primary source, both in size and in relevance, is the Hebrew Bible. Since the Bible is primarily a work motivated by religious concerns, what it says is peculiarly open to misinterpretation and distortion by students of history. Therefore, careful evaluation of the historical worth of the Bible is prerequisite to even a rough definition of the extent and nature of Israel's history. Analysis of the primary sources for Israel's history is thus the first concern of this course.

The existence of the Israelite/Jewish nation is first attested in the Land of Israel. This attestation and the first political expressions of nationhood are phenomena of the Iron Age. This place and period (roughly 1200-586 B.C.) witnessed extensive and revolutionary religious and social developments as well as political upheavals. Evidence for these developments is found in the archaeological and epigraphic record, as well as in the Hebrew Bible. By 586, these developments were such as to enable the Jewish people to survive political and territorial calamity. These Iron Age phenomena and their ramifications are the second major concern of this course.

II. Required Books and Readings

Beitzel, Barry. The New Moody Atlas of the Bible.

Miller, J. Maxwell and John H. Hayes. A History of Ancient Israel and Judah (second edition).

Tanakh: A New Translation of the Holy Scriptures According to the Traditional Hebrew Text.

(on reserve)

Levy, Thomas E., ed. The Archaeology of Society in the Holy Land.
(call number: DS 112 A73 1995)

Only the first three volumes are to be purchased

III. Assignments

1. Readings

All students are expected to complete assigned readings for each unit before the unit is discussed in lecture (see below, section IV). Since several of these readings cover material which will not be covered in class, but knowledge of which is presupposed, prompt completion of reading assignments is doubly stressed.

2. Research Assignments

- A. Two research essays are to be written by each student. For further details on the specifics of these assignments, see below, section V.
- B. Grammatical, literate English is expected in all written work. Details of essay format are to be found in writing manuals such as Rampolla, Turabian, MLA, or CMS. The bookstore sells these manuals. You should purchase one—as well as a good dictionary (i.e. a book), if you do not own one—and use them regularly. Whichever style manual you use, you must use it consistently.
- C. Spelling “counts” in all written work. Incorrect spelling, especially of proper nouns and their adjectival derivatives, will result in deduction of points. (In other words, pay attention to how words are spelled in your readings and spell them accordingly.)
- D. Plagiarism is an intolerable academic crime. Violations of the York Senate Policy

on Academic Honesty – including submitting work written by someone else or submitted in another course, failing to use quotation marks and citations when using or paraphrasing the printed or electronically-transmitted work of others, collaborating on written assignments, cheating during examinations, and aiding or abetting academic misconduct – will be treated severely. Recent penalties have included failure on the assignment, failure in the course, suspension from the University, and withholding or rescinding a York degree. For further information, see <http://www.yorku.ca/univsec/policies/document.php?document=69>.

- E. The due date for the first essay is Monday, 28 November 2016. The due date for the second essay is Monday, 27 March 2017. Except under very extenuating circumstances, no essay will be accepted late.

3. Tests

There will be two examinations. The mid-term examination will cover material from the first half of the course. The final examination will cover material from the second half of the course only.

4. Grades

Grades will be determined as follows:

first essay	20%
second essay	30%
mid-term exam	20%
final exam	30%

5. Miscellany

- A. Cell phones are to be turned off during class.
- B. Computers are not to be used during class. Please see the instructor for special exemptions.
- C. The last day to drop a full course is 10 February 2017.

IV. Lecture Units and Reading Assignments

UNIT I: TOPOGRAPHY

Miller and Hayes, History, ch.1
 Beitzel, Atlas, pp. 13-86

UNIT II: SOURCES FOR ISRAELITE HISTORY

Miller and Hayes, History, ch.2

UNIT III: THE BIBLE AS HISTORICAL SOURCE: THE PROBLEM OF TRANSMISSION

II Samuel 6; I Chronicles 13, 15-16

UNIT IV: THE TORAH AS HISTORICAL SOURCE, THE PROBLEM OF COMPOSITION: ISRAEL'S EARLIEST HISTORY?

Genesis; Exodus 1-24
 Miller and Hayes, History, ch. 3

UNIT V: ISRAELITE ORIGINS: THE SETTLEMENT

A. Levy, Archaeology, ch. 21 (Finkelstein)

B. Possible Patterns

Genesis 34; Numbers 13-14; 20:14-22:1; 32; Deuteronomy 34; Joshua;
Judges 1:1-2:5; 17-18

Miller and Hayes, History, ch. 4

C. "Events"

Judges 2:6-16:31
 Beitzel, Atlas, pp. 131-142.

UNIT VI: THE RISE OF THE MONARCHY

A. Levy, Archaeology, ch. 22 (Holladay)

B. Saul and Historiography

I Samuel 1-15

Miller and Hayes, History, ch. 5

Beitzel, Atlas, pp. 145-147

C. The Phenomenon of David

I Samuel 16-31; II Samuel; I Kings 1-2

Psalms 110

Ruth

Beitzel, Atlas, pp. 150-157

Miller and Hayes, History, ch. 6 and “text 6,” p. 325

UNIT VII: THE CRISIS OF THE SOLOMONIC COURT

I Kings 3-11; Deuteronomy 17:14-20

Miller and Hayes, History, ch. 7

Beitzel, Atlas, pp. 159-167

UNIT VIII: THE TWIN KINGDOMS

I Kings 12:1-24

Miller and Hayes, History, ch. 8; ch. 9, pp. 266-270

Beitzel, Atlas, pp. 168-170

UNIT IX: THE NINTH CENTURY

- A. Levy, Archaeology, ch. 24 (Dever)
- B. From Jeroboam to Omri
I Kings 12:25-16:22
 Miller and Hayes, History, ch. 9, pp. 259-266, 271-283
- C. Omri and Ahab
I Kings 16:23-22:51; II Chronicles 17, 19
 Miller and Hayes, History, ch. 10, pp. 284-320
 Beitzel, Atlas, pp. 177-182
- D. Convulsion and Decline
I Kings 22:52-54; II Kings 1:1-14:22
 Miller and Hayes, History, ch. 10, pp. 320-326; ch. 11, pp. 327-352
 Beitzel, Atlas, pp. 183-188

UNIT X: RECOVERY AND DESTRUCTION: THE END OF THE NORTHERN KINGDOM

- A. “Renaissance”
II Kings 14:23-15:7; II Chronicles 26; Amos; Hosea 1-2, 4, 6
 Miller and Hayes, History, ch. 11, pp. 352-359
- B. Assyria: Destroyer of Samaria and Ruler of Judah
II Kings 15:8-17:41; Isaiah 7-8
 Miller and Hayes, History, ch. 12; ch. 13, pp. 392-400
 Beitzel, Atlas, p. 188

UNIT XI: JUDAH

A. Hezekiah

II Kings 18-20; Isaiah 1-5, 11; Micah 1-3

Miller and Hayes, History, ch. 13, pp. 400-421

Beitzel, Atlas, p. 188

B. Manasseh and Amon

II Kings 21

Miller and Hayes, History, ch. 13, pp. 421-438

C. Josiah

II Kings 22:1-23:30; II Chronicles 34-35;

Deuteronomy 5:1-9:5; 12; 16; 27:9-28:69

Miller and Hayes, History, ch. 14, pp. 439-461

Beitzel, Atlas, pp. 189-190

D. The Political Downfall of Judah

II Kings 23:31-24:17; Jeremiah 1, 7, 26, 6, 27

II Kings 24:18-25:26; Jeremiah 40:7-41:18

II Kings 25:27-30

Miller and Hayes, History, ch. 14, pp. 461-477; ch. 15, pp. 478-487

Beitzel, Atlas, pp. 191-193

V. Research assignments: Specifics

A. The first essay.

It is traditional in the university that, for every hour of class time, students spend from two to three hours outside class reading and writing. This is an expectation I share. For this course, this means between six and nine hours per week of reading and writing. The assigned weekly readings and research for your essays can be accomplished in this amount of time.

The topic for the first essay is the possible identities of the authors of one of the following books of the Bible: Joshua, Judges, Samuel, Kings. Read the Biblical text first (and completely), then consult Bible dictionaries (such as The Interpreter's Dictionary of the Bible and The Anchor Bible Dictionary), and then commentaries (such as the Anchor Bible, the Interpreter's Bible, and the Old Testament Library). There are many others as well. Feel free to use my library. Begin research by the second week of the term.

The materials you come up with will constitute your basic bibliography. Submit that list by 10 October 2016, i.e., about a month after the first class in this course. You may not use Wikipedia or other anonymous internet resources. (On this site, anything, good or bad, shows up; no standards apply. Also, it is often impossible to retrieve the same material; web pages change, leaving no trace of former versions.) You may use periodicals available on-line. Also not to be used: any television source; Yorkline, MetroCat, or other search engines or devices (including "keywords" to generate bibliography: keywords are too vague and non-discriminating); bookstores, such as the York Bookstore. To reiterate, you must use scholarly books and journal articles available either in or through the York library or that of the University of Toronto (if you have access to it) or on the internet or in my office library.

The essay must have the following format. It is to consist of no more than ten pages of double-spaced text using a twelve-point font. The title page, the pages of endnotes, and bibliography are not included in this total. Submit the paper as loose sheets, paginated (i.e., each page after the cover page should have a page number), and held together by a single paper clip, no staples please. The cover page should contain only the following: the title in the middle of the page; in the lower right, your name on one line and "History 3110" on the next. This format **must** be used. Any paper exceeding the assigned length may or may not be read, at my discretion. Once again, you are urged to begin your research early. This is important because most of you will be using the same material, and I guarantee that, if you begin too late, you will not find the required material on the shelves at the time you need it. Your essay is due in 104 Vanier College (i.e., the classroom) at the start of class on 28 November 2016. Except under very extenuating circumstances—to be determined solely by the course director—the essay will not be accepted after this time, outside this room.

B. The second essay.

The topic of the second essay is a survey of a non-Biblical source for Israelite history or of a category of event. Choose from the following. Texts: Tel Dan Stele, Moabite Stone, Assyrian royal annals (general survey), Israelite letters and memoranda, and so on. Archaeological sites: Hazor, Jerusalem, Lachish, Megiddo. Events: Assyrian – Israelite relations, Babylonian – Judahite relations, Israelite – Aramean relations.

All directions given for the first essay apply to the second essay as well. Begin research by the second week of the second term. The bibliographies are due on 6 February, 2017. The essays are due on 27 March 2017.

KEY TO “COMMENTS” CODE FOR WRITTEN WORK IN HISTORY 3110 (2016-2017)

- 1 = incorrect spelling
- 2 = incorrect grammar
- 3 = incorrect usage
- 4 = poor syntax
- 5 = no such word
- 6 = faulty punctuation
- 7 = incorrect use of capital or lower case
- 8 = failure to underline or italicize book titles
- 9 = failure to underline or italicize (a) non-English word(s)
- 10 = failure to paginate
- 11 = too many / inappropriate use of quotations; write your own paper!
- 12 = endnotes supplied only for quoted material; unacceptable
- 13 = failure to use endnotes
- 14 = You give a secondary source rather than a primary source as the basis for this historical “fact.”
- 15 = a work cited inappropriately in the bibliography, inappropriately because it does not appear in the notes
- 16 = insufficient bibliography
- 17 = inappropriate format or failure to employ a consistent format for endnotes and/or bibliography (including failure to put items in alphabetical order by the author’s last name)
- 18 = no evidence adduced for the statement
- 19 = a reference is needed at this point
- 20 = wordy
- 21 = unclear or poor organization
- 22 = relevance to the issue at hand is unclear
- 23 = obscure or incomprehensible or garbled
- 24 = style inappropriate for scholarly prose
- 25 = failure to follow assignment directions