

HIST 431 ANCIENT ISRAEL
MTWRF 9:50-12:00; CLARK C-248
Summer 2019

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Office Hours: by appointment

FIRST AMENDMENT TO THE UNITED STATES CONSTITUTION:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for redress of grievances.

WARNING:

Although this university values and encourages civil expression and respectful personal behavior, you may at any moment, and without further notice, encounter ideas, expressions and images that are mistaken, upsetting, dangerous, prejudiced, insulting, or deeply offensive. We call this *education*.

(Jonathan Rauch, [A New Trigger Warning for College Kids](#))

COURSE DESCRIPTION:

Ancient Israel and the Near Eastern world of the Hebrew Bible/Old Testament, with a focus on historiography, material culture, religion, society, law, politics, warfare, etc.

UPON SUCCESSFUL COMPLETION OF THIS COURSE STUDENTS WILL BE ABLE TO:

- Analyze in oral and written form the textualization of the ancient Israelite/Jewish historiographical tradition down to the Persian, Hellenistic, and early Roman periods.
- Analyze in oral and written form the emergence of the kingdom of Israel and its subsequent political history down to the Babylonian exile and return.
- Analyze in oral and written form the social world and rhetoric of the Hebrew prophets.

REQUIRED TEXTS:

Michael Coogan, ed. *The Oxford History of the Biblical World*

Victor Matthews, *The Hebrew Prophets and Their Social World: An Introduction*

William Schniedewind, *How the Bible Became a Book: The Textualization of Ancient Israel*

RECOMMENDED BIBLE TRANSLATION:

Since the principal literary source for the history of Ancient Israel is the Hebrew Bible, you will need to have a good translation of the Bible to consult to best understand the arguments in the course readings. The recommended translation for this course is *The Jewish Study Bible*, 2nd edition (available in the CSU Bookstore). However, any good translation (ESV, NAB, NIV, NRSV, etc.) is acceptable.

METHODS OF EVALUATION:

Attendance and Participation (10%)

Two analytical essays based on the assigned readings in Coogan (30%)

Two analytical book review essays (60%)

GRADING: Plus/minus grading will be used in this course.

A 93.00-100.00 (A 95)	B- 80.00-82.99 (B- 82)	D 60.00-69.99 (D 65)
A- 90.00-92.99 (A- 92)	C+ 77.00-79.99 (C+ 77)	F 0.00-59.99
B+ 87.00-89.99 (B+ 87)	C 73.00-76.99 (C 75)	
B 83.00-86.99 (B 85)	C- 70.00-72.99 (C- 72)	

ACADEMIC INTEGRITY:

For University policies on “Academic Integrity/Misconduct” and “Procedures for Dealing with Academic Dishonesty,” see the [Colorado State University Catalog](#). See specifically the CSU definitions of “Cheating” and “Plagiarism”. Any instances of cheating, plagiarism, academic dishonesty, etc. will result in a grading penalty ranging from a failing grade on the assignment to a failing grade in the course; the Office of Conflict Resolution and Student Conduct Services will be notified.

HONOR PLEDGE:

Each course faculty/instructor shall provide the opportunity for students to sign an affirmative honor pledge on any course components of the faculty/instructor’s choosing. The honor pledge shall include one of the following statements and may be expanded according to faculty/instructor’s, department, or college practices and policies:

HONOR PLEDGE: I have not given, received, or used any unauthorized assistance.

HONOR PLEDGE: I will not give, receive, or use any unauthorized assistance.

See <http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/>.

ATTENDANCE AND CLASS PARTICIPATION:

Participation in class discussion is a crucial part of the course and an important part of your grade. Three points that should be intuitively obvious to all but the most deluded: 1) since you are expected to come to class each day prepared to discuss the daily readings, if you do not come to class you cannot participate in our discussions; 2) if you do not do complete the readings, you will have nothing intelligent to say about them; 3) you should be prepared to answer intelligently and thoughtfully all questions on the readings during class discussions.

You are allowed one (1) absence without penalty. You must be present the entire class period to be considered present for that day. Each absence thereafter will result in a loss of 10% of your attendance and class participation grade, so schedule your late arrivals, early departures, absences, etc. wisely. Come to class on time and of course be respectful of your classmates even if you disagree with their points of view. N.B. Arriving late and leaving early will be counted as an absence. Please leave your pets at home.

MISSED CLASSES AND ASSIGNMENTS

Missed classes and late assignments may be excused only with written proof of university-sanctioned activities, personal illness, or family emergency.

READING AND WRITING FOR THIS COURSE:

This course requires a large volume of challenging reading and considerable writing. It is not for everyone. *You should examine the required readings, and consider your needs and expectations carefully, before choosing whether to remain enrolled.* If you choose to remain in this course, by the end of the four weeks (if you work hard) you will have fulfilled two of the most important and difficult tasks each historian faces: (1) you will have acquired some of the basic interpretive and methodological skills necessary to be a good historian; (2) you will have begun to understand complex worlds very different from your own.

I expect you to be able to communicate in acceptable formal prose. Your ability to construct an effective argument in clear, lucid, and idiomatic prose is essential for you to succeed in this course. [Essays written with errors in spelling, idiom, and syntax are unacceptable for college-level work.](#) All assignments must be uploaded to Canvas.

ANALYTICAL ESSAYS:

You will submit two 2-3-page analytical essays based on the assigned readings in Coogan, and two 4-6-page analytical book review essays of the monographs by Matthews and Schniedewind. Your essays should exhibit standard formatting: double-spaced text, 12-point Times New Roman or equivalent font, one-inch margins, your name and page number on each page, etc. Your essays should reflect the very best writing of which you are capable; they should consist of complete sentences and follow correct rules of grammar, spelling, and usage.

To receive credit, you must turn in a hard copy of your essay and be present for the discussion on the day that it is due. You will also need to upload a copy of your essay to Canvas by the beginning of class on the day that it is due. No bibliography or cover page is necessary.

Due dates for each essay are as follows:

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| 1. Analytical Review Essay of Schniedewind | Friday, May 24 |
| 2. Analytical Essay 1 | Friday, May 31 |
| 3. Analytical Essay 2 | Friday, June 7 |
| 4. Analytical Review Essay of Matthews | Friday, June 14 |

Since a good analytical essay can take a variety of approaches, the approach you choose will be judged on the clarity, content, and effectiveness of your analysis. Be sure to provide *specific* examples of the author's thesis, argument, method, and evidence in your analysis. In addition, you should make a serious attempt to relate the featured reading to other course readings and explain its significance for the scholarly debates our readings have addressed.

To receive credit, you must turn in a hard copy of your essay and be present for the discussion on the day that it is due. You will also need to upload a copy of your essay to Canvas by the beginning of class on the day that it is due. No bibliography or cover page is necessary.

WEEKLY TOPICS AND READINGS:

WEEK FOUR—ANCIENT ISRAEL: HOW THE BIBLE BECAME A BOOK

Monday, May 20: Historical Geography and the World of Ancient Israel

Matthews, Introduction & chapter 1 (Please read this before class)

Coogan, Chronology, pp. 447-452 (Please review this before class)

Tuesday, May 21: Ancient Israel: How the Bible Became a Book, Part I

Schniedewind, chapters 1-3

Wednesday, May 22: Ancient Israel: How the Bible Became a Book, Part II

Schniedewind, chapters 4-5

Thursday, June 13: Ancient Israel: How the Bible Became a Book, Part III

Schniedewind, chapters 6-7

Friday, May 24: Ancient Israel: How the Bible Became a Book, Part IV

Schniedewind, chapters 8-10

Analytical Book Review Essay of Schniedewind

WEEK TWO—ANCIENT ISRAEL: THE KINGDOMS OF ISRAEL AND JUDAH

MONDAY, MAY 27: MEMORIAL DAY—NO CLASS

Tuesday, May 28: The Emergence of Ancient Israel, Part I

Coogan, chapter 3 (Lawrence E. Stager)

Wednesday, May 29: The Emergence of Ancient Israel, Part II

Coogan, chapter 4 (Jo Ann Hackett)

Thursday, May 30: The United Monarchy

Coogan, chapter 5 (Carol Meyers)

Friday, May 31: The Divided Monarchy

Coogan, chapter 6 (Edward F. Campbell Jr)

Analytical Essay 1

WEEK THREE—ANCIENT ISRAEL: THE PERSIAN, HELLENISTIC, AND ROMAN PERIODS

Monday, June 3: Judah Alone

Coogan, chapter 7 (Mordechai Cogan)

Tuesday, June 4: Israel Among the Nations: The Persian Period

Coogan, chapter 8 (Mary Joan Winn Leith)

Wednesday, June 5: Jews and Judaism in the Hellenistic Period
Coogan, chapter 9 (Leonard J. Greenspoon)

Thursday, June 6: Jews and Christians in the Roman World, Part I
Coogan, chapter 10 (Amy-Jill Levine)
Coogan, chapter 11 (Daniel N. Schowalter)

Friday, June 7: Jews and Christians in the Roman World, Part II
Coogan, Epilogue (Barbara Geller)

Analytical Essay 2

WEEK FOUR—ANCIENT ISRAEL: THE HEBREW PROPHETS AND THEIR SOCIAL WORLD

Monday, June 10: Pre-Monarchic & Monarchic Prophets: Moses, Samuel, Nathan, Elijah, Elisha
Matthews, Chapters 2-5

Tuesday, June 11: 8th-Century Prophets: Amos, Hosea, Isaiah, Micah,
Matthews, Chapters 6-10

Wednesday, June 12: Late 7th-Century Prophets: Nahum, Zephaniah, Habakkuk, Obadiah
Matthews, Chapter 11

Thursday, June 13: Prophets of Exile: Jeremiah & Ezekiel
Matthews, Chapters 12-13

Friday, June 14: Post-Exilic Prophets & Daniel: Haggai, Zechariah, Malachi, Joel, Jonah
Matthews, Chapters 14-16

Analytical Book Review Essay of Matthews