Course V55.0514 World Cultures: Ancient Israel
Professor Lawrence H. Schiffman
Spring 2003
(revised)
Course Information
Map World Cultures: Ancient Israel
V55.0514

Instructor: Professor Lawrence H. Schiffman
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Preceptors: Tony Badran (tsb216@nyu.edu)
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51 Washington Square South

Time of Lectures: Tuesday and Thursday, 3:30-4:45 PM

Required materials to be purchased by each student (all paperback, available at New York University Bookstore):


Course Description:

This course is designed to introduce students to the history and culture of "Israel," that is to say, the people of Israel in ancient times, primarily as experienced in its land. This history begins in the early Iron Age (after 1200 B.C.E.) and concludes, for the purposes of this course, with the Christianization of the Roman Empire (in 324 C.E.). Although the Hebrew Bible, Second Temple and Rabbinic literature will be utilized as important sources, this is not a course in the Bible and ancient Jewish literature as such. The object of the course is to delineate context; namely, to place Israelite/Jewish history and culture in time and space, and to outline the development of its essential characteristics and historical experience.
Structure of the Course:

The course consists of two main components:

1. Lectures: The course will be divided into four units each, with one introductory and one concluding session.

2. Recitation Sections: In a smaller, more intimate setting than lectures, these will serve the function of reinforcing material covered in class through direct discussion of primary sources. Recitations will be conducted by the preceptors. Any student who does not register for the recitation section will not get credit for the course. Students must bring Bibles to recitation sections through about February 26. Thereafter they must bring Schiffman, Source Reader.

Attendance:

Students are permitted two unexcused absences from lectures and one excused absence from recitations. In the case of any additional absence from lecture or recitation sessions, the student must notify his/her preceptor in advance or furnish a medical explanation signed by a physician. Attendance will be taken at each session, including recitations, and excessive absence will be considered in the determination of final grades.

Course Requirements:

Students are expected to keep up with the readings on a unit by unit basis. Weekly lectures and recitation sections will be conducted on the assumption that students are keeping up with their reading.

The final grade will be calculated on the following basis:

1. Three quizzes (10% each). Quizzes will be based on the lecture and readings covered in each of the first three units on the syllabus. They will be administered in recitations sections on the following schedule:
   Quiz No. 1: February 10-14
   Quiz No. 2: March 3-7
   Quiz No. 3: April 7-11

2. A 10 page paper (30%). Papers may be written on any topic of the student's choice. Topics must be drawn from material covered in lectures, readings, or recitation sections, and must be approved by the student's preceptor in advance of the due date. Papers must be fully footnoted and should result from research using a variety of sources. Students must learn the difference between the documented use of the work of
others, and copying or plagiarism. Plagiarism will not be tolerated under any circumstances.

In order to help students in writing their papers, preceptors will be available to discuss topics. We will require the submission of topics for approval, outlines, and bibliographies, before the due date of the paper. These will be carefully checked by the preceptors and papers may not be submitted until all preliminaries have been approved.

Due dates:

- Approval of topic: February 6
- Outline and Bibliography: March 4
- Completed paper: April 10

3. Final Examination (30%). A traditional final examination will be given at the regularly scheduled examination time. Students will be expected to demonstrate both a wide mastery of the contents of the lectures, recitation sections, and course materials and the ability to think critically about issues raised by the course.

4. Weekly Writing Assignments (10%). Students will be required to hand in a one-page response to an issue of particular interest raised in the reading or lecture at each recitation session. Questions will be distributed each week by the preceptors. These weekly assignments will focus on specific questions of importance. While these exercises will not be returned with letter grades, they will be accessed collectively at the end of the semester and given a grade.

Please note that part of the purpose of this course is to assist students in developing their writing skills. While content is a primary concern, papers in particular, and weekly writing assignments to a lesser degree, will be graded in part on the basis of the quality of the student's writing. Students are encouraged to meet with their preceptors on an individual basis at least twice during the semester to discuss their papers. Students who encounter serious difficulties in the area of writing will be referred to the expository writing department to receive the assistance they need.

**Remember, your preceptors are there for your benefit.** Do not hesitate to call on them for guidance in any matter pertaining to class.
Syllabus

   Hauer & Young, 1-11, 19-28, 47-54

   Unit I: Israelite Origins and the Settlement in Canaan

2. January 23--The Problem of Israelite Origins
   Schiffman, History, 17-23
   Hauer & Young, 62-82
   Genesis 1-11

3. January 28--The Patriarchal Age
   McCarter in Shanks, 1-31
   Genesis 12-13, 15, 21-23, 27-28, 35, 37, 39-45, 47-48, 50

4. January 30--History, Memory and the Exodus
   Sarna in Shanks, 33-54
   Hauer & Young, 86-92
   Exodus 1-12, 14-15

5. February 4--Revelation and Law
   Schiffman, History, 23-28
   Hauer & Young, 92-99
   Exodus 19-24
   Leviticus 11, 18-20
   Deuteronomy 13-15, 24-25

6. February 6--Settlement in Canaan
   Callaway in Shanks, 55-89
   Hauer & Young, 103-13
   Joshua 1-3, 6-9
   Judges 1-8, 13-16
   1 Samuel 4-12
Unit II: From Monarchy to Exile

7. February 11--The United Monarchy

Lemaire in Shanks, 91-120
Hauer & Young, 113-122
1 Samuel 13-14, 16-20, 23-24, 29-31
2 Samuel 2-3, 5-7, 15
1 Kings 1-4, 9-11

8. February 13--The Temple

Leviticus 1-4, 12, 14-16
Numbers 28-29
1 Kings 6-8

9. February 18--The Divided Monarchy

Horn in Shanks, 129-99
Hauer & Young, 122-130
1 Kings 12-14
2 Kings 1-11, 17-23

10. February 20--Prophecy

Schiffman, History, 28-32
Hauer & Young, 133-58
Isaiah 1-2, 11-12, 40, 45
Jeremiah 1-2:3, 7, 26, 28-29
Ezekiel 1, 16, 37-39

11. February 25--Destruction and Exile

Purvis in Shanks, 201-216
2 Kings 24-25
Jeremiah 37-41
Lamentations 1, 5

12. February 27--Wisdom and Poetry
Hauer & Young, 161-75, 178-95
Job 1-4, 6, 32:1-5, 34, 38-39, 42
Proverbs 1, 3, 8-9, 31
Ecclesiastes 1-3, 9, 11
Psalms 1, 19, 23, 29, 90, 114, 121-122, 130, 145

Unit III: Under Persian and Hellenistic Empires

13. March 4--Return and Restoration

Purvis in Shanks, 216-229
Hauer & Young, 198-212
Schiffman, History, 33-47
Schiffman, Source Reader, 70-76, 80-99

14. March 6--Canonization of Scripture

Schiffman, History, 47-59
Schiffman, Source Reader, 103-20
Daniel

15. March 11--The Hellenistic Age

Schiffman, History, 60-72
Levine in Shanks, 231-237
Schiffman, Source Reader, 130-138- , 142-150

16. March 13--The Maccabean Revolt

Schiffman, History, 72-79
Levine in Shanks, 238-264
Schiffman, Source Reader, 151-169

17. March 25--Hasmonean Dynasty

Schiffman, History, 98-119
Schiffman, Source Reader, 235-47, 250-266

18. March 27--Apocrypha and Pseudepigrapha

Schiffman, History, 120-30
Schiffman, Source Reader, 276-82, , 323-6, 330-3, 336-48
19. April 1--Dead Sea Scrolls
   Schiffman, *History*, 130-38

   **Unit IV: Under Roman Rule**

20. April 8--Roman Conquest and Domination
   Cohen in Shanks, 265-284
   Schiffman, *History*, 139-49
   Schiffman, *Source Reader*, 385-396

21. April 10--Rise of Christianity
   Cohen in Shanks, 284-298
   Hauer & Young, 244-63, 313-18, 340-44

22. April 15--The Jewish Revolts against Rome and its Aftermath
   Schiffman, *History*, 157-76, 201-19
   Schiffman, *Source Reader*, 434-439, 446-469, 487-95

   (April 17--NO CLASS)

23. April 22--Mishnah, Midrash and Talmud
   Schiffman, *History*, 177-200, 220-39

   (April 24--NO CLASS)

24. April 29--The Life of Torah
   Schiffman, *History*, 240-65
   Schiffman, *Source Reader*, 682-689, 701-710

   (April 27--NO CLASS)

25. May 1--Conclusions
   Schiffman, *History*, 266-9
Academic Guidelines for Students

To help foster common academic expectations among students and instructors, the following guidelines for MAP courses are offered to students. While these represent minimum expectations across the curriculum, individual faculty members may set additional course requirements. Students should therefore be sure to consult the course syllabus for details of policies in each class.

Attendance
Inasmuch as students have voluntarily sought admission to the University, they are expected to attend all class meetings, including all lectures and all meetings of associated recitation, workshop, or laboratory sections. Students may be excused for documented medical or personal emergency and will receive reasonable accommodation for the observance of religious holidays. In these cases, they should contact their instructors in advance or, in cases of emergency, as soon as is practicable. Students are responsible for making up any material or assignments they miss.

Classroom Decorum
The classroom is a space for free and open inquiry and for the critical evaluation of ideas, and it should be free of personal prejudice. Students and instructors alike have an obligation to all members of the class to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus.

As a matter of courtesy to their fellow students and instructors, students should arrive at class promptly, prepared and ready to participate. Students are reminded particularly to shut off all cellular telephones and pagers and, except in cases of emergency, to remain in the classroom for the duration of the lecture or section meeting. If it is necessary to leave or enter a room once class has begun, students should do so quietly and with as little disruption as possible.

Under University policy, disruptive classroom behavior may be subject to faculty review and disciplinary sanction.

Completion of Assignments
Students are expected to submit course work on time and to retain copies of their work until a final grade has been received for the course. Instructors are not obliged to accept late work and may assign a failing or reduced grade to such assignments.

Students who encounter sudden and incapacitating illness or other comparably grave circumstance that prevents them from completing the final examination or assignment in a course may request a temporary mark of Incomplete from the course instructor. To receive an Incomplete, students must have completed all other requirements for the course, including satisfactory attendance, and there must be a strong likelihood they will pass the course when all work is completed.

Questions and Concerns
Up-to-date course information is available on the MAP website, http://www.nyu.edu/cas/map. Questions, concerns, comments, and feedback may be directed to the following members of the MAP staff, both located in 903 Silver, (212) 998-8119. Complaints will remain confidential.

- Foundations of Contemporary Culture: Dr. Vincent Renzi map.fcc@nyu.edu
- Foundations of Scientific Inquiry: Dr. Trace Jordan map.fsi@nyu.edu

(over)  Autumn, 2002
Statement on Academic Integrity

As a student at New York University, you have been admitted to a community of scholars who value free and open inquiry. Our work depends on honest assessment of ideas and their sources; and we expect you, as a member of our community, likewise to maintain the highest integrity in your academic work. Because of the central importance of these values to our intellectual life together, those who fail to maintain them will be subject to severe sanction, which may include dismissal from the University.

Plagiarism consists in presenting ideas and words without acknowledging their source and is an offense against academic integrity. Any of the following acts constitutes a crime of plagiarism.

- Using a phrase, sentence, or passage from another person’s work without quotation marks and attribution of the source.
- Paraphrasing words or ideas from another’s work without attribution.
- Reporting as your own research or knowledge any data or facts gathered or reported by another person.
- Submitting in your own name papers or reports completed by another.
- Submitting your own original work toward requirements in more than one class without the prior permission of the instructors.

Other offenses against academic integrity include the following.

- Collaborating with other students on assignments without the express permission of the instructor.
- Giving your work to another student to submit as his or her own.
- Copying answers from other students during examinations.
- Using notes or other sources to answer exam questions without the instructor’s permission.
- Secretly destroying library or reference materials.
- Submitting as your own work a paper or results of research that you have purchased from a commercial firm or another person.

**Particular emphasis is placed on the use of papers and other materials to be found on the World-Wide Web, whether purchased or freely available. In addition to having access to the same search engines as students, faculty also have at their disposal a number of special websites devoted to detecting plagiarism from the web.**

Plagiarism and other cases of academic fraud are matters of fact, not intention. It is therefore crucial that you be diligent in assuring the integrity of your work.

- Use quotation marks to set off words not your own.
- Learn to use proper forms of attribution for source materials.
- Do your own original work in each class, without collaboration, unless otherwise instructed.
- Don’t use published sources, the work of others, or material from the web without attribution.
- Ask your professor or preceptor if you have questions about an assignment or the use of sources.
- For further information, consult the Bulletin of the College of Arts and Science, the CAS Academic Handbook, and the Student’s Guide to NYU.

Autumn, 2002