

Cultures and Contexts: Ancient Israel

CORE-UA 514

Professor Alex Jassen

Spring 2015

e-mail: apj205@nyu.edu

Tu/Th 9:30–10:45

Office phone: 212-998-8197

Silver Center, room 520

Office Hours: Tuesday 11–12 or by appointment

Department of Hebrew and Judaic Studies

51 Washington Square South, Room 107

(enter at 53 Washington Square South at King Juan Carlos Center)

Preceptors Contact Information:

Dylan Johnson: drj259@nyu.edu Office Hours: Tuesday 12–1

Alex Weisberg: amw666@nyu.edu Office Hours: Thursday 11:30–12:30

Office: Department of Hebrew and Judaic Studies, 51 Washington Square South, Room 209

Library Support:

Evelyn Ehrlich, Head, Humanities and Social Sciences Reference Center

evelyn.ehrlich@nyu.edu, Bobst Library, Mezzanine, Phone: 212-998-2568

Course Overview

What is NYU's Core Curriculum?

The goal of the Core curriculum is to provide all undergraduates at NYU with a foundational academic experience in the Liberal Arts. Liberal Arts refers to a longstanding commitment in universities to offer courses that teach students the skills needed for excelling in any aspect of professional life. Courses in literature, science, mathematics, or history, for example, don't only provide students with information in these areas of study. The foundational goal of these courses is to provide students with advanced skills in critical analysis. This means the ability to examine evidence and draw sound conclusions. Courses are designed to build students' critical, analytic, and communications skills, hone the imagination, and promote creative thinking. These skills are not just the foundation of a liberal arts course; they are the foundation for success in all aspects of academic and professional life.

Who Should Take this Class?

Many of your peers in this class will be majors in the College of Arts and Science (e.g., English, History, Economics). Other students will come from other schools and disciplines such as Education, Business, or Real Estate Management. Very few of you will be majors in Religious Studies or Jewish Studies. The Core Curriculum is designed for ALL of these diverse students. Everyone will benefit from the skills learned in a Core course and hopefully apply these skills successfully into their unique course of study and professional goals. I am hopeful that this course will spark an interest in Religious Studies or Jewish Studies. There are many other fantastic courses offered at NYU in these fields.

What Are We Going to Learn in this Course?

In this course, you will enter into a foreign world. This world is separated from our own by several thousand years and takes place in distant lands. We examine the culture of ancient Israel. The world of ancient Israel has left a deep imprint on Western Civilization, primarily through the most famous book produced by its inhabitants – the Hebrew Bible (Old Testament). This course is not devoted primarily to the study of the Hebrew Bible (there are other courses at NYU for this) nor are we interested exclusively in the history of the ancient Israelites. In this course, we will try to understand the cultural landscape of ancient Israel and its many inhabitants over time. Think about your own place of origin and its many unique customs and traditions. Cultures have distinct perspectives on religion, marriage and family life, death, justice and law, clothing, food, war and violence – and these perspectives usually change over time. These subjects and many more represent the cultural landscape of a people and a society. In modern settings, anthropologists embed themselves in societies and observe these aspects of a culture. This approach is obviously impossible for ancient societies. We therefore must try to reconstruct ancient societies through the slivers of evidence left to us as modern observers. This evidence usually falls into two categories: literary (e.g., ancient writings) and physical (e.g., archaeological data and other material culture). We will develop the skills for critical analysis of these sets of data and how these contribute to our understanding of the culture of ancient Israel.

What Tools Are We Going to Use?

Hebrew Bible: The Hebrew Bible is the most prominent piece of data for understanding the culture of ancient Israel. Many people in diverse settings wrote this anthology of books, which were then edited by later scribes. The actual creation of the Bible as the holy book of Judaism and Christianity happened even later. These writers and scribes were not historians or anthropologists. They were learned elites attempting to promote a distinct set of ideas. The Hebrew Bible therefore hardly represents the full spectrum of Israelite society. In this course, we will learn how to read the Hebrew Bible critically. This does not require you to dismiss the religious significance the Bible may have in your own life. I only ask that you “bracket” these assumptions as we develop the skills to peer behind the biblical text to see the often hidden social and cultural world of ancient Israel.

Other Literature from Ancient Israel: We know that ancient Israelites wrote other books, but these have all disappeared. We do have a small number of other Israelite texts that we will attempt to read alongside the Hebrew Bible. We will also draw on some later Jewish literature.

Archaeology: If the Hebrew Bible represents the heritage of the elite, archaeology often allows modern observers to observe a wider segment of society. Archaeological excavation of ancient Israel has a long history and continues today in an extremely robust way. While archaeology is sometimes thought to produce “hard evidence,” modern scholars debate the archaeological data as vigorously as other scholars debate the literary evidence. We will examine the archaeological data alongside the literary evidence to generate the broadest portrait possible.

Related Cultures: The ancient Israelites lived in a vibrant, creative, and often volatile world. Some of these neighboring societies are well known to us – for example, Egypt, Mesopotamia – and other are less well known. How many of us have heard of Mari, Ugarit, or Phoenicia? Like ancient Israel, these societies have left modern observers with a wealth of literary and physical data to understand them. Historians studying these societies have painted wonderful portraits of these ancient worlds and their inhabitants (you can take a Core course on Ancient Egypt). Much of this comparative evidence is helpful in filling in the gaps in our study of ancient Israel.

Course Expectations

Lectures and Recitations (10%)

You are expected to come to lectures and recitations having completed all the assigned readings for that day and any assignments. Attendance is required at all lectures and recitations (you are permitted two unexcused absences from lectures and one from sections).

Weekly Study Questions (20%)

Each week, students are expected to answer two study questions that will be posted on NYU Classes and respond to other students’ answers. The study questions will be connected to the assigned readings for the upcoming Thursday and Tuesday lectures.

- **Study Questions Answers:** Answers to the study questions should be posted on the NYU **Classes discussion board by Monday at 10:00 PM**. The answers should represent a sustained engagement with the study questions within the context of the assigned readings and larger class.
- **Responses:** You are also expected to respond to at least two posts by your fellow students. The responses should represent a careful thinking about the study questions answers and an attempt to extend the conversation in a productive way. In other words, don’t just say, “Good comment, I agree” or the like. **Responses are due by Tuesday at 10:00 PM.**

Writing Assignments (40%)

There will be four short writing assignments for this course. A brief description of the assignments and their methods are described here. More detailed directions will be handed out in class.

- **Paper 1 – Primary Source Analysis (3–4 pages – due Feb 24):** This paper will require you to provide a close reading of several primary sources from ancient Israel and its neighbors.
- **Paper 2 – Secondary Source Analysis (3–4 pages – due Mar 10):** This paper will require you to evaluate the arguments of modern scholars on a debated topic in the study of ancient Israel.
- **Paper 3 – Comparative Artifact Analysis (3–4 pages – due Apr 14):** This paper will require you to visit the ancient Near Eastern collection at a local museum and find one artifact that can provide insight into the study of ancient Israel. Your paper will present this artifact and its significance for understanding the culture of ancient Israel.
- **Paper 4 – Research Paper (5–6 pages – due May 7):** For this paper, you will research a topic of your choice. Paper topics will be pre-approved by the preceptors and **you will be required to hand in a proposal on Apr 23**. Your paper will draw upon a selection of primary data and secondary sources that you can properly evaluate. Primary data can include ancient texts (both the Hebrew Bible and other ancient literature) and archaeological evidence. Your analysis must provide a coherent analysis of the evidence, interpretive issues, and main controversies involved.
- **Each paper has a mandatory “peer-review” day in recitation linked to them.** These will be scheduled for the recitation day immediately preceding the due day. Students will be expected to come to recitation that week with a draft of their paper to share with other students. Other recitation meetings will also be devoted to discussing many practical aspects of writing a university level paper.

Exams (30%)

- The Midterm (15%) will take place in class on March 12.
- The Final (15%) will take place during the regularly scheduled time May 14 8–9:50 AM

Late Work

The writing assignments are due on the date in which they are assigned. E-mail submissions will not be accepted. If you have a justifiable reason for requiring an extension, you must make arrangements with your preceptor before the due date. All late work will be dropped one third of a letter grade per late class day (an "A" paper due on Tuesday that is turned in on Thursday will be given an "A-." Assignments over a week late will not be accepted and will be given a 0 grade.

Grading

Final course grades will be assigned according to the following scale: 100-93=A, 92-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 72-70=C-, 69-60=D, 59-0=F. (S/N: S=70%).

Academic Integrity and Plagiarism

All student work is expected to represent the independent thinking and research of each student. All students are expected to abide by NYU's honor code (<http://cas.nyu.edu/page/honorcode>) and expectation of Academic Integrity (<http://cas.nyu.edu/page/academicintegrity>). We will spend some class time discussing proper ways to draw upon secondary scholarship and how to forge your own independent thinking in dialogue with earlier scholarship.

Student with Disabilities

The **Henry & Lucy Moses Center for Students with Disabilities** (31 West 4th Street) facilitates equal access to the programs and activities of the College and NYU. Matters relating to students who visit the Center are strictly confidential. Services cover a wide range of disabling conditions. In addition to working with students who have mobility, visual, and hearing impairments, the Center assists a significant number of students with learning disabilities and many others with chronic impairments, such as diabetes, cancer, HIV infection, psychiatric illness, head trauma, and seizure disorders. The Moses Center is staffed by a group of specialists who have a wealth of experience in helping students obtain necessary academic adjustments and accommodations based upon individual needs. In order to receive services from the Center, students must provide appropriate documentation.

Helpful Campus Resources

University Learning Center (ULC) Any NYU student is eligible to receive academic support through the University Learning Center. Conveniently located: Academic Resource Center (ARC)18 Washington Place (lower level); University Hall (UHall)110 East 14th Street, UHall Commons (lower level). The ULC provides individual and group review sessions for specific courses as well as Academic Skills Workshops, absolutely free of charge. Late hours are available. Learn more at www.nyu.edu/ulc.

The Writing Center (411 Lafayette, 998-8866) is a part of NYU's Expository Writing Program, College of Arts and Science. It is a place where one-on-one teaching and learning occur, where work always focuses on writing. http://www.nyu.edu/cas/ewp/html/writing_center.html

Writing Center consultants are studying for or already hold advanced degrees. Many are published writers. They receive significant training in the teaching of writing, and they teach writing courses for undergraduates across the University. At the Writing Center, students work with consultants in private one-on-one sessions to become better writers and thinkers. Students work with consultants at every stage of the writing process and on any piece of writing except for exams. Schedule an Appointment Online: <https://nyu.mywconline.com>

Textbooks and Readings

** Textbooks are all available at the NYU bookstore. All are also available from online booksellers for much cheaper. If you order from an online site, please make sure you the assigned editions (search by ISBN) and that the books will arrive in time for the dates on which they will be used. **

- *The Harper Collins Study Bible: Student Edition*. ISBN 978-0060786847
 - Please bring your Bible to all lectures and recitations.
 - For the Bible readings, you are required to read the assigned biblical passages, the notes to the passages (located at the bottom of the page), and the introduction to the biblical book for the assigned passage.
- Michael D. Coogan, *The Oxford History of the Biblical World* (New York/Oxford: Oxford University Press, 1998). ISBN 978-0195139372
- Carol Meyers, *Rediscovering Eve: Ancient Israelite Women in Context* (Oxford/New York: Oxford University Press, 2013). ISBN 978-0199734627
- All other assigned readings or Internet content will be noted on syllabus. If it is not from the main textbooks, the content will be posted on NYU Classes.

Helpful Resources

- Bobst Library Research Guide for Ancient Israel: http://guides.nyu.edu/ancient_israel
- *Anchor Bible Dictionary* (edited by David N. Freedman; 6 vols., 1992). Bobst 1st floor ref. BS440.A54 1992 Non-circulating
- *Encyclopedia Judaica* (edited by Michael Berenbaum and Fred Skolnik; 2d edition, 22 vols., 2007). Access at <http://www.bjeindy.org/resources/library/access-to-encyclopedia-judaica/>

- *Civilizations of the Ancient Near East* (edited by Jack M. Sasson; 4 vols., 1995). Bobst 1st floor ref., DS57.C55 1995 Non-circulating
- *Context of Scripture: Canonical Compositions, Monumental Inscriptions and Archival Documents from the Biblical World* (edited by William H. Hallo; 3 vols. 1997). Bobst 1st floor ref., BS1180.C66 1997 Non-circulating (can be accessed as e-book through Bobcat)
- *Ancient Near Eastern Texts Relating to the Old Testament with Supplement* (edited by James B. Pritchard; 3d edition, 1969. Bobst 1st floor ref., BS1180 .P83x 1969 Non-circulating
- http://www.english.imjnet.org.il/page_890 Israel Museum exhibition on the archaeology of the land of Israel
- <http://www.bibleodyssey.org> (Society of Biblical Literature)
- <http://www.bibleplaces.com> (many great pictures of sites in ancient Israel)
- <https://oi.uchicago.edu/research/computer-laboratory/ancient-near-east-site-maps> (maps of the ancient Near East)
- Lots of other good resources at the various sites linked for course readings. As usual, the Internet can also be a pit of misinformation – especially with regard to the Bible and ancient Israel.

Course Schedule

- All readings should be completed by the day on which they are listed
- Whenever you encounter a name or term that is unfamiliar, look it up in one of the “helpful resources” listed on the previous page (the Anchor Bible Dictionary is great for this). If you encounter a place name, look it up in the maps in the back of the Harper Collins Bible. For other ancient Near Eastern Sites, use <https://oi.uchicago.edu/research/computer-laboratory/ancient-near-east-site-maps>
- Schedule and reading are subject to change. Any changes will be announced in class and noted on NYU Classes

I. Setting the Scene for the Study of Ancient Israel

1. January 27 – Introduction to Course

2. January 29 – A Sample Lesson in Reconstructing History and Culture

- Ezra 1:1–4
- Cyrus Cylinder: read “Introduction” and “Translation” at http://www.livius.org/ct-cz/cyrus_I/cyrus_cylinder.html#Intro
- Watch Neil MacGregor “2600 years of history in one object” TED talk on the Cyrus Cylinder http://www.ted.com/talks/neil_macgregor_2600_years_of_history_in_one_object?language=en
- Read Prof. Jacob Wright “The Cyrus Cylinder and a Dream for the Middle East” (response to MacGregor) HuffPost Blog http://www.huffingtonpost.com/jacob-l-wright/cyrus-cylinder-and-a-dream-for-the-middle-east_b_1322262.html

3. February 3 – What Are Our Sources, Part 1: The Hebrew Bible

- *The Harper Collins Study Bible*, xxxi-xliii (look also at p. xxvii to familiarize yourself with the common abbreviations for books in the Hebrew Bible/Old Testament)
- View images of real biblical manuscripts:
 - <http://www.aleppocodex.org/aleppocodex.html> (Aleppo Codex – ca. 10th cen CE)
 - https://www.usc.edu/dept/LAS/wsrp/educational_site/biblical_manuscripts/LeningradCodex.shtml (Leningrad Codex – ca. 1010 CE)
 - <http://dss.collections.imj.org.il/isaiah> (Israel Scroll – ca. 125 BCE)
 - <http://cudl.lib.cam.ac.uk/view/MS-OR-00233/1> (Nash Papyrus – ca. 2nd cen BCE)
 - http://en.wikipedia.org/wiki/Ketef_Hinnom (Ketef Hinnom Amulets – ca. 600 BCE)
- Genesis 6–9; read along with Richard Elliot Friedman, “Who Wrote the Flood Story?” at <http://www.pbs.org/wgbh/nova/bible/flood.html> (explore the interactive tool)
- 1 Samuel 16:14–17:58; 2 Samuel 21:19
- Genesis 12:16; 21:32–34; 22:14; 26:1, 8, 14-15; 32:33;
- “Writers of the Bible” (interview with Michael Coogan) at <http://www.pbs.org/wgbh/nova/ancient/writers-bible.html>

4. February 5 – What Are Our Sources, Part 2: Archaeology, Inscriptions, and Israel’s Neighbors

- *The Harper Collins Study Bible*, pp. lvii-lxi
- “Archaeology of the Hebrew Bible” (interview with William Dever) at <http://www.pbs.org/wgbh/nova/ancient/archeology-hebrew-bible.html>
- Browse through the following two online collections of ancient artifacts. Find the site locations in the maps at <https://oi.uchicago.edu/research/computer-laboratory/ancient-near-east-site-maps>:
 - “Ancient Texts Related to the Bible” at the West Semitic Research Project (browse through site)

https://www.usc.edu/dept/LAS/wsrp/educational_site/ancient_texts/

- “Israel and the Bible Collection” at the Israel Museum <http://www.imj.org.il/imagine/galleries/viewGalleryE.asp?case=3>

5. **February 10** – Historical Geography of Ancient Israel

- Meyers, 38–58
- Browse through the images at <http://www.bibleplaces.com> (sites: Galilee, Samaria, Jerusalem, Judah, and Negev)
- The Gezer Calendar at <http://www.kchanson.com/ANCDOCS/westsem/gezer.html>

6. **February 12** – How the Bible became a Book, Part 1: Scribes and Writing in the Ancient Near East

- Karel van der Toorn, *Scribal Culture and the Making of the Hebrew Bible*, 9–26, 51–73 (NYU Classes)
- British Museum interactive website on writing in ancient Near East. Follow the “story” link to learn about the development of Cuneiform writing. Follow the “explore” link to learn about the world of a scribe: http://www.mesopotamia.co.uk/writing/home_set.html
- Writing Systems of the Ancient Near East, Interactive Game: <http://www.bibleodyssey.org/tools/game-gallery/history-of-the-alphabet.aspx>.

7. **February 17** – How the Bible Became a Book, part 2: Literacy in ancient Israel

- van der Toorn, *Scribal Culture*, 75–108 (NYU Classes)
- Tel Zayit Abecedary: see basic information and photo at: “A Is for Ancient, Describing an Alphabet Found Near Jerusalem” New York Times Nov 9, 2005. http://www.nytimes.com/2005/11/09/international/middleeast/09alphabet.html?_r=0
- Izbet Sartah Abecedary: basic information and photo at: “The ABCs of an Abecedary,” *Bible Review* 13 (1997): 30 (NYU Classes)
- Lachish Ostrakon #3 <http://www.kchanson.com/ANCDOCS/westsem/lachish3.html>
- Jeremiah 8:8-9; Jeremiah 36; 2 Kings 22:11-20

Part II: Israel Before and After the Israelites

8. **February 19** – Israel before the Israelites

- Coogan, 25–57
- Read through at least 10 of the Amarna Letters at <http://www.reshafim.org.il/ad/egypt/amarnaletters.htm>

9. February 24 – Where do the Israelites come from?

Paper 1 due

- Coogan, 58–66, 72–79, 90–93, 105–11
- Exodus 1–15
- Merneptah Stele: read at <http://www.touregypt.net/featurestories/merneptahvictorystele.htm>; watch the video on the Merneptah Stele from PBS’ “The Bible’s Buried Secrets” (especially the first 3 minutes) <https://www.youtube.com/watch?v=Yvg2EZAew5c>
- Inscription mentioning Yahweh in temple of Amun in Soleb (Nubia) <http://bibleandarchaeology.blogspot.com/2011/09/earliest-yhwh-inscription-c-1400-bc.html>
- Deuteronomy 33:2–3; Judges 5:4–5; Habakkuk 3:3; Psalm 68:8–9, 18

10. **February 26** – Israelites and Canaanites

- Coogan, 93–113
- Joshua 1–6; Judges 1
- Watch: “The Bible’s Buried Secrets: Israelites Origins” https://www.youtube.com/watch?v=kL-F_MkDyDI
- Browse through the online exhibit on “Canaan and Ancient Israel” at the University of Pennsylvania Museum of Archaeology and Anthropology <http://www.penn.museum/sites/Canaan/index.html>

11. **March 3** – Holy War and the Divine Warrior

- Ugaritic Baal Cycle, Aqhat
- Exodus 14 (especially vv. 14, 21); 15:3; Numbers 10:35; 14:39–45; 21:14; Deuteronomy 1:41–44; Judges 7:18

- Exodus 15; Judges 5; 2 Samuel 1:19-27; Psalm 68
- Exodus 23:27-33; Deuteronomy 2:32-35; 20:10-18; Joshua 11:10-20
- Mesha Stele <http://www.kchanson.com/ANCDOCS/westsem/mesha.html>

12. **March 5** – from Tribalism to Statehood

- Coogan, 165-83
- 1 Samuel 9-2 Samuel 10
- Tel Dan Inscription <http://www.kchanson.com/ANCDOCS/westsem/teldan.html>

13. March 10 – Israel in the Age of Empires

Paper 2 due

- Coogan, 205-18, 236-40
- Reread Mesha Stele (see class no. 11)
- Siloam Inscription <http://www.kchanson.com/ANCDOCS/westsem/siloam.html>
- Lachish Ostrakon #3 <http://www.kchanson.com/ANCDOCS/westsem/lachish3.html>

14. **March 12** – Midterm

15. **March 17-19** – Spring Break

Part III. Gods, Goddesses, Diviners, and Prophets

16. March 24 – Religion from the Top Down

- William Dever, *Did God Have a Wife? Archaeology and Folk Religion in Ancient Israel*, 1-12, 90-109 (NYU Classes)
- Leviticus 1-7; Deuteronomy 12; 1 Kings 5-8; 2 Kings 18:3-4; 22-23
- Deuteronomy 33:8-11, then Deuteronomy 17-18, Malachi 1-2
- Numbers 6:22-24; 1 Samuel 23:6-13, 30:7-8
- 1 Samuel 3; 9:5-14; 1 Kings 14:23; Ezekiel 20:29-31
- View pictures of Tel Arad and its temple: <http://www.bibleplaces.com/arad.htm>
- The “standing stones” from Tel Dan: <https://teldan.wordpress.com/discoveries/>

17. March 26 – Religion from the Bottom Up

- Meyers, 147-70; Dever, *Did God Have a Wife*, 160-67
- Genesis 31 (note verses 19, 30, 34-35); and Judges 17-18, (esp. 17:5, 18:14); 1 Samuel 19:11-17; Jeremiah 44
- video from Prof. Nathan MacDonald on Asherah in Israel <http://www.bibleodyssey.org/tools/video-gallery/a/asharah-macdonald.aspx>

18. March 31 – The Origins of Monotheism

- Dever, *Did God have a Wife*, 271-300 (NYU Classes)
- Exodus 15:11; 20:3; Deuteronomy 4; 32; Isaiah 40-48; Psalm 82

19. April 2 – Diviners and Prophets

- Herbert Huffman, “What Was a Prophet” <http://www.bibleodyssey.org/people/related-articles/what-was-a-prophet.aspx>
- Corrine Carvalho, “How to Recognize a Biblical Prophet” <http://www.bibleodyssey.org/people/related-articles/how-to-recognize-a-biblical-prophebasic-article>
- Beth Glazier-McDonald, “Elijah” <http://www.bibleodyssey.org/people/main-articles/elijah>

- J. Blake Couey, “Isaiah” <http://www.bibleodyssey.org/people/main-articles/isaiah>
- Mari Letters (NYU Classes)
- Deir ‘Alla Inscription: http://www.livius.org/de-dh/deir_alla/deir_alla_inscr.html
- Numbers 22–24; Deuteronomy 18:15–22
- 1 Kings 16:23–2 Kings 2:12; Isaiah 6; Jeremiah 1

20. April 7 – Female Prophets (Guest Lecture by Dr. Hanna Tervanotko, University of Helsinki)

- Meyers, 171–79
- Other readings TBA

Part IV. Everyday Life in Ancient Israel

21. April 9 – The Israelite Household

- Meyers, 103–24
- Exodus 20:17; Joshua 7 (esp. v 14), Judges 17-18, Ruth 1–4
- “Daily Life, Home, and Family” Penn Museum Exhibit <http://www.penn.museum/sites/Canaan/Home%26Family.html>
- Replica of an ancient Israelite house: <http://www.patheos.com/blogs/exploringourmatrix/2013/07/ancient-israelite-house.html>

22. April 14 – Life Cycle

Paper 3 due

- Philip King and Lawrence Stager, *Life in Biblical Israel*, 54–59 (NYU Classes)
- Psalm 22:9-10, 139:13-16; 1 Samuel 1–3, Leviticus 19:2-4; Judges 11:29-40; Proverbs 31:10-29, Judges 19

23. April 16 – Death and Afterlife

- King and Stager, *Life in Biblical Israel*, 363–81 (NYU Classes)
- Genesis 2:7; 3:19; Isaiah 14:9–11; Job 14:10-12; Psalms 6:5; 88:3-12; 139:8 146:4; 1 Samuel 28
- Judges 8:32; 16:31; 2 Kings 22:20
- The Tomb at Dothan: <http://www2.gordonconwell.edu/dothan/aasor/figures/album.php> (esp. figures 1–13)
- Leviticus 19:31; Deuteronomy 26:13–14; Isaiah 22; 56:9–57:13; Psalms 16; 49
- “Ugaritic Funerary Text”; “The Duties of the Ideal Son”; Aqhat

24. April 21 – Education

- Andre Lemaire, “Education (Israel),” *Anchor Bible Dictionary*, vol. 2, 302–12 (NYU Classes)
- Proverbs 1:8; 5:13; 31:1; 1 Samuel 1:22–28; Deuteronomy 21:18–21; Isaiah 28:9–10
- 1 Samuel 16:11; 2 Kings 4:18; Exodus 1:15; Judges 8:20–21; 2 Samuel 2:14–16
- Proverbs 3:3; Deuteronomy 6:6–7; 2 Kings 22:8; Sirach 42:9–11; 51:23
- Go back and review the abecedaries from class no. 7.

25. April 23 – Economy

Paper 4 proposal due

- Meyers, 125–35; Oded Borowski, *Daily Life in Biblical Times*, 25–35, 55–59 (NYU Classes)
- Exodus 1:21; 1 Samuel 8:13; 28:7; 1 Kings 3:16; Jeremiah 9:19; Proverbs 31:10–31
- Reread Gezer Calendar from class no. 5

26. April 28 – Food

- Borowski, *Daily Life in Biblical Times*, 63–74 (NYU Classes);
- Leviticus 11; Deuteronomy 14:1–20
- An attempt to recreate the recipe for lentil soup from Genesis 25:29–34: “What the Ancient Israelites Ate – Jacob’s Lentil Stew” (from the cooking website of Tori Avey) <http://toriavey.com/history-kitchen/2011/02/jacobs-lentil-stew-2/> and Nina Barrett, “Lentils Key Role in Historically Bad Business Deal” <http://www.wbez.org/series/fear-frying-culinary-nightmares/lentils-key-role-historically-bad-business-deal-108924>

Part V. The End of Israel and New Beginnings

April 29 – Into and Out of Exile

- Coogan, 269–300
- Review texts about Edict of Cyrus from class no. 2
- 2 Kings 25; Jeremiah 52
- Psalms 74; 126; 137, Ezekiel 1–3 and 10; Jeremiah 29; Isaiah 46–48

May 5 – Ezra and the Rise of a New Type of Scribe

- Coogan, 306–11; Robert Goldenberg, *The Origins of Judaism: From Canaan to the Rise of Islam*, 41–61
- Ezra 1–10; Nehemiah 8–10

May 7 – Where Did the Rest of the Israelites Go?

Paper 4 due

- Murashu Tablets (NYU Classes)
- Elephantine Papyri <http://www.kchanson.com/ANCDOCS/westsem/templeauth.html>
- 2 Kings 17; Josephus, *Antiquities of the Jews* XI.75–108 (NYU Classes)

 [15 Spring Ancient Israel Syllabus.pdf](#)