

HST 542/642—Ancient Israel--spring 2022

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1. Texts Required:

- a. V. Matthews, *The History of Bronze & Iron Age Israel* (Oxford, 2018 = HBI)
- b. V. Matthews, *Studying the Ancient Israelites* (Baker, 2007 = SAI)
- c. V. Matthews & D. Benjamin, *Old Testament Parallels* – 4th ed. (Paulist, 2016 = OTP)
- d. Bible. Use any modern translation. NRSV will be used in class by the instructor. An on-line version of the NRSV translation is available at: <http://www.godweb.org/nrs/index2.htm>

Study Aids

On-line Concordance: <http://bible.gospelcom.net>

On-Line Bibliography:

<http://courses.missouristate.edu/VictorMatthews/bib/hstofisrael.bib.htm>

2. Course Description: This course will demonstrate methods that assist with the reconstruction of ancient Israel's history from the earliest narratives on the ancestral figures to the Hasmonean period. Historiographic and literary critical methods will be discussed as an aid to the study and analysis of these materials, including the use of archaeology, art history, sociological and anthropological research, and spatial and memory theory. The emphasis will be placed on a cross-cultural and comparative study of ancient Israel within the historical and cultural milieu of the ancient Near East during the period from ca. 2000 BCE to 142 BCE.

3. Class Routine: Lectures on critical issues and the use of methods will occur, but much of class time will be taken up with discussion of the biblical and ancient Near Eastern texts. Assigned readings will help to shape class discussion, but student questions and suggestions are always welcome. Students will be expected to volunteer or accept assignment of specific readings questions that they will then present to the class for further discussion.

4. Exams: There will be **two** formal exams, a midterm and a final.

5. Make-up Exams: Students are expected to notify the instructor prior to an exam if they are unable to take it as scheduled. A make-up exam will be administered but may consist of a different format than the original exam.

6. Written Assignments: A term paper (a **minimum of 12 pages for undergraduate students and a minimum of 18 pages for graduate students**) will be required in this course from both undergraduate and graduate students. A list of potential topics appears below. **Any other topics must be approved by the instructor.** The paper must be double-spaced, typewritten, and must follow a consistent style of documentation (your choice of footnotes, endnotes, or MLA style). Proofread the paper carefully since a paper containing too many errors will be handed back to the student for revision and will receive a reduction in grade.

Undergraduate term papers are due May 9, 2022 as an email attachment.

Graduate students also will be expected to write a five-page (minimum) critique of another graduate student's term paper.

Instructions for Writing and Critiquing Graduate Student Term Papers

Submission of Term Paper. **Graduate student term papers** are to be **submitted electronically** as an email attachment. Due date: **April 25, 2022.**

Critiquing the Paper. Every **graduate** student will serve as a critic of someone else's paper and is required to **write a five-page critique of the final draft.** The critic should feel free to thoroughly mark up this paper using the "track changes" option and the "comment" option in Microsoft Word. Due date: **May 6, 2019.**

- a. Mechanical errors and additional sources should be marked on the paper.
- b. Look carefully to see that the content is accurate and that sources are up to date.
- c. Make sure all arguments are well supported.
- d. Observe especially how primary and secondary sources are used.
- e. Write out a summary of strengths and weaknesses.

Your critique and the marked-up version of the paper are to be sent back to me and to the author of the paper. Your written analysis and marking of the paper will determine your grade on this assignment.

The critique should center on three areas: (1) content, (2) mechanics and style of writing, and (3) bibliography.

1. **Content:** To critique the content of a paper you must do some research about the paper. You should ask the following kinds of questions in analyzing its content: Is the subject narrow enough? Are statements supported with relevant data and documented adequately? Is there evidence of adequate research or is there too much reliance on one or two sources? Are the sources up-to-date or outdated? Has the writer used any primary sources? Has the writer interacted with these sources and evaluated them to produce a work which is not slavishly tied to the sources?

2. **Mechanics and Style of Writing:** Is the paper well written, logical in its arguments, and generally readable? Are there too many mechanical errors? Summarize your analysis of this factor in your critique and mark the errors on the paper you are analyzing. Have quotations been adequately footnoted, handled properly, and not overused? Do footnote and bibliographic entries follow a consistent style? Are all works cited also listed in the bibliography?

3. **Bibliography:** Are the entries written according to a standardized style? Has the writer overlooked any key sources? Are the sources too old, too dependent on a single author, or only presenting a single methodological or ideological approach? List any sources that should be included in the final revision of the paper. Note there are **always** more sources that can be found.

The critique should emphasize both strengths and weaknesses in a **courteous and professional manner** and should conclude by **assigning a letter grade** to the paper.

SUGGESTED PAPER TOPICS

Most of these topics will be touched on in class discussion, but students may choose to explore one of them in more depth in their written assignment. If you would like to suggest a topic for class discussion or for your written assignment that is not on this list, please check with me.

- Foundation myths and eponymous heroes (choose an example)
- Precedents set by the ancestors that become part of Israelite tradition and culture.
- Egyptian texts that relate to Canaan in the 14th through 12th centuries BCE
- Assessing the impact of the Sea Peoples' invasion of the Levant
- What can an analysis of Philistine pottery tell us about their culture?
- Archaeological pros and cons for the biblical story of the Exodus
- Archaeological pros and cons for the Joshua account of the conquest
- Collective Memory and the story of the Exodus
- Economic analysis of natural resources and trade in ancient Israel
- Topographical analysis of ancient Canaan and its influence on settlement patterns
- Archaeological and ecological evidence of strategies used by ancient farmers in the Central Hill Country
- The four-room house as an indicator of ecological adaptation and social structure in ancient Israel.
- The Book of Judges as an argument for the creation of the Israelite monarchy
- Anti-Saul polemics in the Books of Judges and 1 Samuel
- The significance of the Jezreel Valley in the history of ancient Israel
- The role of the Philistines in Israelite history during the 11th and 10th centuries BCE
- The role of the city of Shechem in Israelite history
- Factors associated with the shift from a chiefdom to a monarchy in ancient Israel
- Precedents set by Saul and David for later rulers
- The role of the city of Bethel in Israelite history
- Jerusalem's role as political and religious capital city between 1000-587 BCE
- Jeroboam's "Sin" and the Division of the Kingdom
- The role of the city of Samaria in the history of ancient Israel

- Tel Dan Inscription, Assyrian texts, and the role of Hazael in Israelite and Near Eastern history
- The contribution of the Mesha Stele to our understanding of the relations between Israel and the Transjordanian kingdoms
- Royal propaganda in Neo-Assyrian art and architecture
- Evidence of relations between the superpower nations and Syro-Palestinian vassal states
- Political and social effects on Judah of the fall of Israel in 721 BCE
- Josiah's reform and its legacy
- Major turning point battles in Israelite history
- Political mistakes that lead to the destruction of Jerusalem in 587 BCE
- The portrayal of Cyrus of Persia in Persian and Israelite documents
- The reforms of Ezra and Nehemiah within the context of Persian administrative policy
- Zoroastrian influences in post-exilic Judaism
- Influences of Hellenistic culture on Second Temple Judaism
- The role of the Hasmonean Kingdom in shaping Hellenistic Judaism

7. **Attendance:** Since this is intended to be a discussion class, it is essential that you make every effort to attend each class. A significant portion of your final grade will be based on your active participation in class discussion.

8. **Cheating:** MSU is a community of scholars committed to the ideal of academic integrity. All members of the University community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. **Any student participating in any form of academic dishonesty will be subject to sanctions as described in the *Student Academic Integrity Policies and Procedures* (<http://www.missouristate.edu/registrar/acintegrity.html>) also at the Reserve Desk in Meyer Library.**

Anyone caught cheating will be assigned an "F" for the course. Those who plagiarize the work of others will either be subject to a penalty of one letter grade on their written assignment or the imposition of an additional written assignment.

I would also direct you to the university statement of community principles at (<https://www.missouristate.edu/about/declaration.htm>).

9. **Grading:** The final grade will be determined as follows:

Term Paper = 100 points

Mid-term Exam = 100 points

Final Exam = 100 points

Class Participation = 100 points

Graduate critiques = 50 points (**only required for graduate students**)

Plus/minus grades: To give students appropriate credit for their work, grades will be reported with plusses and minuses at the end of the semester. Your overall numerical score in the class will be converted to a letter grade on the basis of the following chart:

93-100 = A	77-79 = C+
90-92 = A-	73-76 = C
87-89 = B+	70-72 = C-
83-86 = B	67-69 = D+
80-82 = B-	60-66 = D

Note that the university does not allow the reporting of D- or of A+ grades.

Borderline grades will be determined by such factors as attendance, the final exam, completion of work on time, evidence of hard work and a willingness to seek help, and general contribution to class discussions.

Final Exam:

10. Disability Accommodation: If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. To prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a university accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan and are not required to apply accommodations retroactively.

11. Inclusive Language: In line with the newest style guides, I will be using inclusive language. This means that I will use language that includes women whenever possible. Instead of "man" I will use "human beings." Instead of "he" I will use "he or she," etc. I urge you to follow my lead both orally and in written form.

12. Discrimination Policy: Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. The statement of nondiscrimination can be found at http://www.missouristate.edu/assets/equity/bog_resolution_-_equal_opportunity_publication_policy_updated_91506.doc. At all times, it is your right to address inquiries or concerns about possible discrimination to the [Office of Institutional Equity and Compliance](#), Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252.

13. Office Hours: Students should feel free to consult with me about the course and their work. My office is in the Dean's Suite: STRO 207. I will be there 10:00-11:00 M-F and 1:00-2:00 TR. If you can not meet with me during posted office hours, make an appointment to see me at a mutually agreeable time. Dean's office phone: 836-5529.

14. Suicide Prevention: In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:

https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

15. Cell Phone Use: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the [Office of the Provost](#) prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

TENTATIVE SCHEDULE

Reading assignments may vary as class discussion warrants. Textbooks are listed by abbreviations (**HBI, SAI, and OTP**). Additional required readings will be listed by the author's last name and year. All course materials should be completed as assigned and before class. You are responsible for all reading assignments, and they will serve as the basis of each class period's discussion. It is also expected that students will initiate topics for discussion during the semester.

Unit One: Setting the Stage:

History and Historiography – Read SAI, 159-197; HBI, 1-23; Ben Zvi (2011); Millard (2013); Grabbe (2007); Dutcher-Walls (2014); Pioske (2015)

Historical Geography -- Read SAI, 19-56; Dozeman (2007)

History and Archaeology -- Read SAI, 60-84; Bloch-Smith (2003); Mazar (2007)

History and the Social Sciences – Read SAI, 123-158; Albertz (2007)

How Physical Space Affects History: Read: Matthews (2003) and (2019); George (2007)

Unit Two: Pre-monarchic Period (Gen 12-50; Exod 1-19, 32-34; Num 11-17; Deut 29-34; Josh 1-12, 24; Judg 1-3, 6-9, 17-21; 1 Sam 1-6)

Role of the Ancestral Narratives in a History of Israel – Read HBI, 24-47; “Mari Letters,” OTP, 379-385; Blenkinsopp (2009); Ben Zvi (2013); Kim (2013)

Role of the Exodus and Conquest Narrative in a History of Israel –

<http://exodus.calit2.net/>; Read HBI, 47-63; “Birth Story of Sargon I,” OTP, 91-92; “Hymn of Merneptah,” OTP, 99-101; “Annals of Ramesses III,” OTP, 161-164; Stories of Wen-Amun,” OTP, 386-393; Killebrew (2006); Dever (2007); Na’aman (2011); Weinstein (2012); Matthews (2015)

Unit Three: Early Monarchic Period (1 Sam 7—2 Sam 21, 24; 1 Kgs 1-11)

From Chiefdom to Monarchy – Read HBI, 64-127; “Stories of Sinuhe,” OTP 141-146; “El ‘Amarna Letters,” OTP 155-160; “Annals of Idrimi,” OTP 147-150; Levin (2012); Miller (2005); Irwin (2012); Miller (2006); McCarter (1980); Bosworth (2006); Maier (2013); <https://www.asor.org/onetoday/2021/11/david-and-solomon-as-state>; https://www.smithsonianmag.com/history/archaeological-dig-reignites-debate-old-testament-historical-accuracy-180979011/?fbclid=IwAR03i45xpA527FgYnJfPXoWrt2NsqLTt5J46OPO_1ALS-NebUkEOaa_4A6Y

Unit Four: Divided Monarchy Period (1 Kgs 12-22; 2 Kgs 9-20, 22-23)

Israel as a Separate Entity – Read HBI, 128-151; “Annals of Mesha,” OTP, 182-184; “Annals of Shalmaneser III,” OTP, 185-189; “Tel Dan Annals,” OTP, 190-191; “Annals of Sargon II,” OTP 198-201; Finkelstein (2019); Berlyn (2013); Fleming (2012); Leuchter (2006); Mazar (2007); Younger (2007); Kelle (2003); Emerton (2002)

Judah/Jerusalem Alone – Read HBI, 151-164; “Azekah Annals,” OTP, 202-203; “Annals of Sennacherib,” OTP, 204-206; “Story of the Siloam Channel,” OTP, 207-208; “Annals of Nebuchadnezzar II,” OTP, 209-211; “Arad Letters,” OTP, 212-214; “Lachish Letters,” OTP, 215-217; Na’aman (1999); Na’aman (2011); Becking (2013); Swanson (2002); Glatt-Gilad (2000)

Unit Five: Exilic Period (2 Kgs 24-25; Ezra 1, 2-6; Isa 44-45)

From Nebuchadnezzar to Cyrus -- Read Matthews, “Post-exilic Period,” 1-17; “Decree of Cyrus II,” OTP, 222-223; L. Mitchell (2013); Na’aman (2003); Sack (2003); Ben Zvi (2010); Roddy (2016).

Unit Six: Post-Exilic Diaspora and Yehud (Neh 1-8)

Restoration and Second Temple – Read Matthews, “Post-exilic Period,” 17-24; “Elephantine Letters,” OTP, 224-229; Lipschits (2011); Finkelstein (2009); Wisenhöfer (2011); C. Mitchell (2007).

Unit Seven: From Alexander to the First Jewish Revolt

Diadochi, Hasidim, Rome – Read Matthews, “Hellenistic Period”; Peters (1983); Levine (1997); Mendels (2009); Safrai (1988); Overman (2002); Silberman (2002); Wojciechowski (2016)

Final Exam:

Additional Readings

Albertz, Rainer, “Social History of Ancient Israel,” in H.G.M. Williamson, ed. *Understanding the History of Ancient Israel*. Oxford: Oxford U. Press, 2007: 347-367.

Becking, B., “Between *Realpolitiker* and Hero of Faith: Memories of Hezekiah in Biblical Tradition and Beyond,” in D.V. Edelman and E. Ben Zvi, eds. *Remembering Biblical Figures in the Late Persian and Early Hellenistic Periods*. Oxford: Oxford, 2013: 182-198.

Ben Zvi, E., “The Memory of Abraham in the Late Persian/Early Hellenistic Yehud/ Judah,” in D.V. Edelman and E. Ben Zvi, eds. *Remembering Biblical Figures in the Late Persian and Early Hellenistic Periods*. Oxford: Oxford, 2013: 3-37.

_____, “General Observations on Ancient Israelite Histories in their Ancient Contexts,” in L. Grabbe, ed. *Enquire of the Former Age*. London: T & T Clark, 2011: 21-39.

_____, “Total Exile, Empty Land and the General Intellectual Discourse in Yehud,” in E. Ben Zvi, ed. *The Concept of Exile in Ancient Israel and its Historical Contexts*. Berlin/New York: Walter de Gruyter, 2010: 155-168.

Berlyn, P., “A Lost Battle of King Ahab Rediscovered,” *Jewish Bible Quarterly* 41/1 (2013), 3-13.

Berquist, J., “Critical spatiality and the construction of the ancient world,” In: *'Imagining' biblical worlds*. London; New York: Sheffield Academic, 2002: 14-29.

Blenkinsopp, J., “Abraham as Paradigm in the Priestly History in Genesis,” *JBL* 128/2 (2009), 225-241.

- Bloch-Smith, E., "Israelite Ethnicity in Iron I: Archaeology Preserves What is Remembered and What is Forgotten in Israel's History," *JBL* 122/3 (2003), 401-425.
- Bosworth, David A., "Evaluating King David: Old Problems and Recent Scholarship," *Catholic Biblical Quarterly* 68/2 (2006), 191-210.
- Dever, W.G., "Ethnicity and the Archaeological Record: The Case of Early Israel," in D.R. Edwards and C.T. McCollough, eds. *The Archaeology of Difference*. Boston: ASOR, 2007: 49-66.
- Dozeman, Thomas B., "Biblical Geography and Critical Spatial Studies," in *Constructions of Space I: Theory, Geography, and Narrative*. Jon Berquist and Claudia Camp, eds. Sheffield: Sheffield Academic Press, 2007: 97-108.
- Dutcher-Walls, P., "Examining History in the Text," in *Reading the Historical Books*. Grand Rapids, MI: Baker Academic, 2014: 103-131.
- Emerton, J.A., "The Value of the Moabite Stone as an Historical Source," *VT* 52/4 (2002): 483-492.
- Finkelstein, I., "First Israel, Core Israel, United (Northern) Israel," *NEA* 82/1 (2019), 8-15.
- _____, "History of Ancient Israel: Archaeology and the Biblical Record—the View from 2015," *RivB* 63 (2015), 371-392.
- _____, "Stages in the Territorial Expansion of the Northern Kingdom," *VT* 61 (2011), 227-242.
- _____, "Persian Period Jerusalem and Yehud: a Rejoinder," *Journal of Hebrew Scriptures* (2009), 1-13.
- Fleming, D., "Israel without Judah," in *The Legacy of Israel in Judah's Bible*. Cambridge: Cambridge, 2012: 17-33.
- Glatt-Gilad, D., "Personal Names in Jeremiah as a Source for the History of the Period," *Hebrew Studies* 41 (2000), 31-45.
- George, Mark K., "Space and History: Siting Critical Space for Biblical Studies," in *Constructions of Space I: Theory, Geography, and Narrative*. Jon Berquist and Claudia Camp, eds. Sheffield: Sheffield Academic Press, 2007: 15-31.
- Grabbe, Lester, "Some Recent Issues in the Study of the History of Israel," in H.G.M. Williamson, ed. *Understanding the History of Ancient Israel*. Oxford: Oxford, 2007: 57-67.

- Irwin, B., "Not Just Any King: Abimelech, the Northern Monarchy, and the Final Form Of Judges," *JBL* 131/3 (2012), 443-454.
- Kelle, B.E., "Hoshea, Sargon, and the Final Destruction of Samaria: a Response to M. Christine Tetley with a View toward Method," *SJOT* 17/2 (2003), 226-244.
- Killebrew, A., "The Emergence of Ancient Israel: The Social Boundaries of the 'Mixed Multitude' in Canaan," in A. Maier, ed. *I Will Speak in the Riddles of Ancient Times*, vol. 2. Winona Lake, IN: Eisenbrauns, 2006: 555-571.
- Kim, H.C.P., "Reading the Joseph Story (Genesis 37-50) as a Diaspora Narrative," *CBQ* 75 (2013), 219-238.
- Koster, Marinus, "The Historicity of the Bible," in J. DeMoor and H. Van Rooy, eds. *Past, Present and Future: the Deuteronomistic History and the Prophets*. Leiden: Brill, 2000: 120-149.
- Leuchter, Mark, "Jeroboam the Ephratite," *JBL* 125/1 (2006), 51-72.
- Levin, Y., "Conquered and Unconquered: Reality and Historiography in the Geography of Joshua," in E. Noort, ed. *The Book of Joshua*. Leuven: Peeters, 2012: 361-370.
- Levine, L., "Hasmonean Jerusalem," *Judaism* 46/2 (1997), 140-146.
- Lipschits, O., "Persian Period Judah," in L. Jonker, ed. *Texts, Contexts, and Readings in Post-Exilic Literature*. Tubingen: Mohr Siebeck, 2011: 187-211.
- Maeir, Aren M., Louise A. Hitchcock and Liora K. Horwitz, "On the Constitution and Transformation of Philistine Identity," *Oxford Journal of Archaeology* 32/1 (2013), 1-38.
- Matthews, V.H., "Old Testament Archaeology: The Tel Dan Inscription and Biblical Exegesis," David Fuller and Stanley Porter, eds. *The Cambridge Handbook of Historical Biblical Exegesis*. Cambridge, 2022 (forthcoming).
- _____, "Spatial and Sensory Aspects of Battle in Biblical and Ancient Near Eastern Texts," *BTB* 49/2 (2019), 82-87.
- _____, "Remembering Egypt," in Thomas Levy, et al, eds. *Israel's Exodus in Transdisciplinary Perspective* (New York, NY: Springer, 2015): 419-427.
- _____, "Remembered Space in Biblical Narrative," in Mark George, ed. *Constructions of Space IV: Further Developments in Examining Social Space in Ancient Israel* (New York: T & T Clark International, 2013), 61-75.
- _____. "Physical Space, Imagined Space, and 'Lived Space' in Ancient Israel," *BTB* 33 (2003), 12-20.

- McCarter, P. Kyle, "The Apology of David," *JBL* 99/4 (1980), 489-504.
- Mendels, D., "Memory and Memories: The Attitude of 1-2 Maccabees toward Hellenization and Hellenism," in L. Levine and D. Schwartz, eds. *Jewish Identities in Antiquity*. Mohr Siebeck, 2009: 41-54.
- Millard, A., "Deuteronomy and Ancient Hebrew History Writing in Light of Ancient Chronicles and Treaties," in J. DeRoche, et al, eds. *For Our Good Always*. Winona Lake, IN: Eisenbrauns, 2013: 3-15.
- Miller, J.M. and J. Hayes, "Eli, Samuel, and Saul," in *A History of Ancient Israel and Judah*, 2nd ed. (Louisville, KY: Westminster/John Knox, 2006), 119-147.
- Miller, R.D., "The Complex Chieftdom Model," in *Chieftains of the Highland Clans*. Grand Rapids, MI: Eerdmans, 2006: 6-14.
- Mitchell, C., "'How Lonely Sits the City': Identity and the Creation of History," in J.L. Berquist, ed. *Approaching Yehud: New Approaches to the Study of the Persian Period*. Atlanta: SBL, 2007: 71-83.
- Mitchell, L., "Remembering Cyrus the Persian: Exploring Monarchy and Freedom in Classical Greece," in D.V. Edelman and E. Ben Zvi, eds. *Remembering Biblical Figures in the Late Persian and Early Hellenistic Periods*. Oxford: Oxford, 2013: 283-292.
- Na'aman, N., "The Contribution of Royal Inscriptions for a Re-evaluation of the Book of Kings as a Historical Source," *JSOT* 82 (1999), 3-17.
- _____, "The Distribution of Messages in the Kingdom of Judah in Light of the Lachish Ostraca," *VT* 53/2 (2003), 169-180.
- _____, "The 'Discovered Book' and the Legitimation of Josiah's Reform," *JBL* 130 (2011), 47-62.
- _____, "The Exodus Story: Between Historical Memory and Historiographical Composition," *Journal of Ancient Near Eastern Religions* 11 (2011), 39-69.
- Overman, J.A., "The First Revolt and Flavian Politics," in A.M. Berlin and J.A. Overman, eds. *The First Jewish Revolt: Archaeology, History, and Ideology*. London: Routledge, 2002: 213-220.
- Peters, F.E., "Hellenism and the Near East," *Biblical Archaeologist* 46/1 (1983), 33-39.
- Pioske, Daniel, "Retracing a Remembered Past: Methodological Remarks on Memory, History, and the Hebrew Bible," *Biblical Interpretation* 23/3 (2015), 291-315.

- Rappaport, U., "Josephus' Personality and the Credibility of his Narrative," in Z. Rodgers, ed. *Making History: Josephus and Historical Method*. Leiden: Brill, 2007: 68-81.
- Roddy, Nicolae, "Exile as Identity in Persian Yehud," *Journal of Religion & Society, Supplement Series* 13 (2016), 35-47.
- Sack, R., "Nebuchadnezzar II and the Old Testament: History versus Ideology," in O. Lipschits and J. Blenkinsopp, eds. *Judah and the Judeans in the Neo-Babylonian Period*. Winona Lake, IN: Eisenbrauns, 2003: 221-233.
- Safrai, Z., "The Description of the Land of Israel in Josephus," in L.H. Feldman and G. Hata, eds. *Josephus, the Bible, and History*. Detroit: Wayne State University Press, 1988: 295-324.
- Schudson, M., "How Culture Works," *Theory & Society* 18/2 (1989), 153-180.
- Silberman, N.A., "The First Revolt and its Afterlife," in A.M. Berlin and J.A. Overman, eds. *The First Jewish Revolt: Archaeology, History, and Ideology*. London: Routledge, 2002: 237-252.
- Swanson, K., "A Reassessment of Hezekiah's Reform in Light of Jar Handles and Iconographic Evidence," *CBQ* 64 (2002), 460-469.
- Thomas, Zachary, "Debating the United Monarchy: Let's See How Far We've Come," *BTB* 46/2 (2016), 59-69.
- Weinstein, J., "Egypt and the Levant in the Reign of Ramesses III," in E. Cline and D. O'Connor, eds. *Ramesses III: The Life and Times of Egypt's Last Hero*. Ann Arbor, MI: University of Michigan Press, 2012: 160-180.
- Wiesehöfer, Josef, "Achaemenid Rule and Its Impact on Yehud," in Louis Jonker, ed. *Texts, Contents and Readings in Postexilic Literature*. Tübingen: Mohr Siebeck, 2011: 171-185.
- Wojciechowski, Michael, "Various Forms of Ancient Judaism According to their Attitude towards Hellenism," *Biblische Notizen* 171 (2016), 65-74.
- Younger, K.L., Jr., "Neo-Assyrian and Israelite History in the Ninth Century: The Role of Shalmaneser III," in H.G.M. Williamson, ed. *Understanding the History of Ancient Israel*. Oxford: Oxford, 2007: 243-277.