



Course Syllabus

(DRAFT SYLLABUS: FINAL VERSION WITH MINOR CHANGES WILL BE POSTED BEFORE THE BEGINNING OF THE COURSE)

WINTER 2018

**BIBLICAL STUDIES SEMINAR:
THE WORLD OF THE OLD TESTAMENT
BIBL 0718**

**JANUARY 9 – APRIL 3
TUESDAYS, 2:15 – 5:05 PM**

INSTRUCTOR: DR. REBECCA G. S. IDESTROM
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Thursdays, 2:00-3:00 PM, by appointment

To access your course materials, please go to <http://classes.tyndale.ca>. Please note that all official Tyndale correspondence will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward Tyndale e-mails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

I. COURSE DESCRIPTION

This seminar focuses on the world of the Old Testament with the goal to understand the Old Testament in its ancient historical, social, economic, political, religious, and cultural contexts. In order to explore the world of ancient Israel, we will study the geography and topography of the land, as well as the history, religious beliefs and practices of Israel's neighbouring nations. We will learn about important archaeological discoveries and how they shed light on the biblical text. We will study and compare Ancient Near Eastern texts with biblical texts in order to understand the conceptual world of the Old Testament. We will learn about daily life in biblical Israel by studying the everyday activities of the Israelites and the social structure of the community. Throughout the course we will examine selected biblical texts against their Old Testament background.

Prerequisites:

Biblical Interpretation (BIBL 0501), New Testament Theology and History (NEWT 0522), and Old Testament Theology and History (OLDT 0511).

The Biblical Studies Seminar is a required course for MDiv students majoring in Biblical Studies. Please note that for students not majoring in Biblical Studies, this Biblical Studies Seminar counts as an Old Testament Elective.

II. LEARNING OUTCOMES

Through this course, the student will learn the following:

A. Knowledge and Understanding

1. to demonstrate a general knowledge of the historical and cultural context of ancient Israel.
2. to be able to identify some of the more important archaeological discoveries and know their importance for interpreting the Old Testament.
3. be able to read the Old Testament with greater proficiency and understanding against its Old Testament background.
4. to be able know more about Israel's neighbours and their beliefs and practices.
5. to have a greater appreciation of the land and its geography and its impact on the Israelites' lives and history.

B. Discipline-specific Skills

1. to be able use Bible atlases.
2. to be able to use the primary ancient sources for interpreting the Old Testament.

C. Transferable Skills

1. to be able to use the available resources for studying the world of the Old Testament.
2. to foster the ability to read ancient primary sources and biblical texts carefully, paying close attention to detail.
3. to foster skills in critical thinking, research, writing, and leading a seminar presentation.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Arnold, Bill T. and Bryan E. Beyer, eds. *Readings from the Ancient Near East*. Primary Sources for Old Testament Study. Encountering Biblical Studies. Grand Rapids: Baker Academic, 2002. ISBN # 0-8010-2292-4

Hoerth, Alfred J., Gerald L. Mattingly, and Edwin M. Yamauchi, eds. *Peoples of the Old Testament World*. Grand Rapids: Baker Books, 1994. ISBN # 0-8010-2196-0

King, Philip J., and Lawrence E. Stager. *Life in Biblical Israel*. Library of Ancient Israel. Louisville: Westminster John Knox Press, 2001. ISBN # 0-664-22148-3

Walton, John H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. Grand Rapids: Baker Academic, 2006. ISBN # 10: 0-8010-2750-0

B. RECOMMENDED TEXTS

Arnold T. Bill and Brent A. Strawn, eds. *The World around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker Academic, 2016.

Biblical Archaeology Review (this periodical has very interesting articles on archaeology in the Holy Land written more for a popular audience).

Near Eastern Archaeology (this periodical has articles on archaeology in the Holy Land and the Ancient Near East written more for the academy).

Rogerson, John. *Atlas of the Bible*. Oxford: Phaidon Press, 1989.

Rainey, Anson F., and S. Notley. *The Sacred Bridge: Carta's Atlas of the Biblical World*. Jerusalem: Carta, 2006.

Rasmussen, Carl G. *Zondervan Atlas of the Bible: Revised Edition*. Grand Rapids: Zondervan, 2010.

Walton, John H., Victor H. Matthews and Mark W. Chavalas. *The IVP Bible Background Commentary: Old Testament*. Downers Grove: InterVarsity Press, 2000.

Walton, John H. *Zondervan Illustrated Bible Backgrounds Commentary*. 5 vols. Grand Rapids: Zondervan, 2009.

Yamauchi, Edwin M. and Marvin R. Wilson, eds. *Dictionary of Daily Life in Biblical and Post-Biblical Antiquity*. 4 Vols. Peabody: Hendrickson, 2016.

C. ASSIGNMENTS AND GRADING

1. Weekly Completion of Required Readings and Reading Notes: Due each class, 30% of final grade.

Every class will involve a class discussion of the assigned readings for each week. Since this is a Seminar type course, it is essential that each student come prepared to class, having done all the readings and reading notes so that we can have a fruitful discussion and learning experience in class. The list of required reading for each week is listed below in the course schedule. For each reading prepare a number of written questions as well as some

observations or reflections on the readings. Did something stand out to you, and if so, why? What did you learn that was new to you? How does it impact your understanding of the Old Testament and the world of Ancient Israel? At the end of each class, the student will submit a one-page (double-spaced) summary of their reflections notes and questions arising from their reading to the professor. The student will also report whether or not they completed all the assigned reading for that week.

2. Class Participation: 10 % of final grade.

Since this is a seminar, the professor will serve as a guide and facilitator of the discussion, but each student is expected to participate in the class discussion. The students' participation will be graded based on the following: (a) frequency and appropriateness of their contributions; (b) evidence that they have completed and understood the assigned readings; (c) depths of insight and synthesis of the week's learning.

3. Research Paper: 50 % of final grade.

The research paper will be due on the day the student chooses to present the result of their research to the class. Therefore the paper will be due either on March 13, March 20, Mar 27 or April 3, 2018. The student can choose a topic that relates to the various topics and themes covered in the course. Further instructions will be given in class. The approximate paper length is expected to be 15-20 pages double spaced (Font size 12 point, Times New Roman). A bibliography with a minimum of ten sources is required.

Please NOTE: Going over the allowable page limit by more than one page on the papers may result in a reduction in the grade.

4. Class Presentation on Research Topic: 10 % of final grade.

Class presentations will be held on March 13, March 20, March 27 and April 3, 2018. Each student will present the results of their research on their particular chosen topic for the research paper. Each presentation will be approximately 30 minutes. The students in the class will have an opportunity to ask questions of the presenter and give feedback on the presentation. The student presenter should provide an outline of the major points or/arguments of their paper, including a summary of the findings/results of their paper to the students in the class either as a handout or in a PowerPoint presentation. If they prefer, they can give each member of the seminar a copy of their research paper instead of an outline. After the class, the student presenter will submit their research paper to the professor.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

Accuracy (a fair and accurate presentation of scholarly judgment on the issues) – Is what I say correct? Is it valid? Have I understood the topic or question?

Critical Analysis – Have I understood the main issues? Have I done sufficient research on the topic? Does my paper show critical reflection, interaction and dialogue with the biblical text and with authors writing on the subject?

Organization – Does my paper follow a clear outline? Does my paper have a thesis statement? Is there a clear progression and development of an idea or an argument in the paper? Does my argument have a meaningful order?

Clarity – Does what I say make sense? Will others clearly understand what I am seeking to express?

Good Grammar and Writing – Is my paper clean of spelling mistakes? Is the text punctuated correctly? Does the sentence structure consistently adhere to basic rules of good grammar? Do I use inclusive language?

Well Documented (thorough) – Is my work complete? Does my bibliography reflect sufficient research? Have I fully and accurately documented where I have relied upon the work of others? Have I provided complete information about my research sources? Will others be able to locate these sources on the strength of my documentation? Do my footnotes and bibliography follow the proper citation style required?

2. Matters of Style

You should submit written work in a style consistent with either the model outlined in [The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies](#) (P. H. Alexander, et al, eds. Peabody: Hendrickson, 1999; 2nd ed. Atlanta: SBL Press, 2014), or from the Chicago Manual of Style. See following links.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254. Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. It is expected that written work will be submitted in a clear, straight-forward style of academic prose (cf. the guidelines in Strunk and White, [Elements of Style](#)). Written work ought to betray clear organization, argument and coherent thought. The use of inclusive language is expected. Ensure that you have accurately and fully documented the sources used in your paper. Footnotes are preferred over endnotes.

The title page for all written work ought to include the following:

The title of the paper, name of the course, name of the professor, date of submission, and your name.

3. Academic Integrity

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions,

Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar>.

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

In all work, you are obliged to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. Plagiarism, by definition, is the use of the work of another person without proper acknowledgement. Examples of plagiarism include (but are not limited to) the following: copying a sentence or part of a sentence from a book or article without using quotation marks and citing the source; rephrasing another person's words without giving credit for the idea that you have borrowed by citing the source; copying the work of someone else and handing it in as your own. It is assumed that each assignment required for this course will be written independently. Please note that plagiarism in any form on any assignment will automatically result in a grade of "F" for the assignment with no opportunity for resubmission.

4. Late Assignments

The assumption is, of course, that all written work will be submitted on and before the corresponding due dates. Should this not occur, the following policy shall govern the evaluation of your work. For every week late, the grade will be reduced by 5 %, a half a letter grade (i.e. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to a heavy work load, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the professor, explaining the reason why the extension is needed. Such requests need to be submitted prior to the due date.

All assignments must be handed in by the last day of exams. No assignments will be accepted after that date (Monday, April 16, 2018) unless the student has a valid reason for an extension. In that case, the student must apply for an extension to the Registrar and not to the professor.

5. Criteria for the Evaluation of Written Work

Your work will be evaluated on whether you answered the specific questions given and whether you followed the general guidelines for submitting written work.

6. Submission of Written Work

Please submit a hard copy of the one page summary reflections on the readings and the research paper to the professor. Students are required to retain a copy of all assignments (hard copy or electronic version). If the student wishes to have all written work returned to them (after the semester is over), they must submit written work with a stamped, self-addressed envelope. Alternatively, papers can also be picked up from the Tyndale Receptionist.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Completed Readings and Notes on Readings	30 %
Class Participation	10%
Research Paper	50 %
Class Presentation on Research Topic	10 %
Total Grade	100 %

F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-Course Preparation: Come to the first class having done the readings and prepared questions and reflections on the readings to be discussed in the first class (the readings listed for January 9). Be prepared to hand in your one page summary at the end of the class. Readings to be done each week are listed below.

- Jan 9 Introduction to the World of the Old Testament
Walton, *Ancient Near Eastern Thought and the Old Testament*, pp. 15-40.
Hess, "Ancient Near Eastern Studies," in *Interpreting the Old Testament*, pp. 201-220.
- Jan 16 Geography of Ancient Israel
Matthews, "Historical Geography," in *Studying the Ancient Israelites*, pp 19-57.
Rasmussen, "The Geography of Israel and Jordan," pp. 21-64 in *Zondervan Atlas of the Bible*.
- Jan 23 Life in Biblical Israel
King and Stager, pp. 1-129.
Borowski, "The Household and life Cycles: The Israelite Diet," pp. 63-74.
R. K. Harrison and E. M. Yamauchi, "Food Production: A. The Old Testament," in *Dictionary of Daily Life*, vol. II, pp. 330-335.
- Jan 30 Life in Biblical Israel
King and Stager, pp. 129-258.
- Feb 6 Life in Biblical Israel
King and Stager, pp. 259-390.
- Feb 13 Archaeology and the Bible
Dever, "What Archaeology Is and What It Can Contribute to Biblical Studies," pp. 53-95 in *What did the Biblical Writers Know and When Did They Know It?*
Matthews, "Archaeology," in *Studying the Ancient Israelites*, pp. 59-90.
Arnold and Beyer, pp. 160-172 in *Readings from the Ancient Near East*.
- Feb 20 Reading Week: No Class
- Feb 27 Ancient Near Eastern Texts and the Old Testament
Theme: Religion in the Ancient Near East
Walton, "Religion, pp. 87-161, pp. Appendix on gods, pp. 335-341.
Arnold and Beyer, 123-133.
Hess, "Archaeological Sources for the Divided Monarchy," in *Israelite Religions*, pp. 297-335.
- Saturday, March 3 or 10 (date to be determined by class)
Optional Visit to the Royal Ontario Museum (ROM).

In preparation read chapter on the Egyptians, in Hoerth, et al, pp. 251-290.

- Mar 6 Ancient Near Eastern Texts and the Old Testament
 Theme: Creation, Flood, Cosmology, Covenants and Law Codes
 Walton, "Cosmos," pp. 165-199, 203-215.
 Walton, "Covenants and Treaties," in *Ancient Israelite Literature in its Cultural Context*, pp. 95-107.
 Arnold and Beyer, pp. 21-50, 66-70, 98-100, 111-117.
- Mar 13 Class Presentations
 Ancient Near Eastern Texts and the Old Testament
 Theme: Wisdom Literature
 Walton, pp. 275-334.
 Arnold and Beyer, pp. 175-179, 185-191.
- Mar 20 Class Presentations
 Peoples from the Biblical World: Babylonians, Assyrians, and Persians (Hoerth, et al, pp. 43-124).
 Arnold and Beyer, pp. 118-122, 137-149.
- Mar 27 Class Presentations
 Peoples from the Biblical World: Canaanites, Amorites, Phoenicians, Arameans, and Philistines (Hoerth et al, pp. 157-250).
- Apr 3 Class Presentations
 Peoples from the Biblical World: Ammonites, Moabites, and Edomites (Hoerth, et al, pp. 293-347).

The assigned readings are from the textbooks as well as other sources listed below. Besides the course textbooks, all other readings are either posted on the course page or found on reserve in the library.

Arnold, Bill T. and Bryan E. Beyer, eds. *Readings from the Ancient Near East*. Primary Sources for Old Testament Study. Encountering Biblical Studies. Grand Rapids: Baker Academic, 2002.

Borowski, Oded. *Daily Life in Biblical Times*. Atlanta: Society of Biblical Literature, 2003.

Dever, William G. "What Archaeology Is and What It Can Contribute to Biblical Studies." Pages 53-95 in *What did the Biblical Writers Know and When Did They Know It? What Archaeology Can Tell Us about the Reality of Ancient Israel*. Grand Rapids: Eerdmans, 2001.

Harrison, R. K., and E. M. Yamauchi. "Food Production." Pages 330-335 in *Dictionary of Daily Life in Biblical and Post-Biblical Antiquity*. Vol. II. De-H. Edited by Edwin M. Yamauchi and Marvin R. Wilson. Peabody: Hendrickson, 2016.

Hess, Richard S. "Ancient Near Eastern Studies." Pages 201-220 in *Interpreting the Old Testament: A Guide for Exegesis*. Edited by Craig C. Broyles. Grand Rapids: Baker Academic, 2001.

Hess, Richard S. *Israelite Religions: An Archaeological and Biblical Survey*. Grand Rapids: Baker Academic, 2007.

Hoerth, Alfred J., Gerald L. Mattingly, and Edwin M. Yamauchi, eds. *Peoples of the Old Testament World*. Grand Rapids: Baker Books, 1994.

King, Philip J., and Lawrence E. Stager. *Life in Biblical Israel*. Library of Ancient Israel. Louisville: Westminster John Knox Press, 2001.

Matthews, Victor H. *Studying the Ancient Israelites: A Guide to Sources and Methods*. Grand Rapids: Baker Academic, 2007.

Rasmussen, Carl G. *Zondervan Atlas of the Bible: Revised Edition*. Grand Rapids: Zondervan, 2010.

Walton, John H. *Ancient Israelite Literature in Its Cultural Context*. Grand Rapids: Zondervan, 1989.

Walton, John H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. Grand Rapids: Baker Academic, 2006.

V. SELECTED BIBLIOGRAPHY

Aharoni, Yohanan, and Miriam Aharoni. *The Archaeology of the Land of Israel: From the Prehistoric Beginnings to the End of the First Temple Period*. Philadelphia: Westminster Press, 1982.

Arnold, Bill T. *Who Were the Babylonians?* Atlanta: Society of Biblical Literature, 2004.

Arnold, Bill T. and Bryan E. Beyer, eds. *Readings from the Ancient Near East*. Primary Sources for Old Testament Study. Encountering Biblical Studies. Grand Rapids: Baker Academic, 2002.

Arnold, Bill T. and Richard S. Hess, eds. *Ancient Israel's History: An Introduction to Issues and Sources*. Grand Rapids: Baker Academic, 2014.

Baker, David L. *Tight Fists or Open Hands? Wealth and Poverty in Old Testament Law*. Grand Rapids: Eerdmans, 2009.

- Borowski, Oded, *Daily Life in Biblical Times*. Atlanta: Society of Biblical Literature, 2003.
- Currid, John D. *Ancient Egypt and the Old Testament*. Grand Rapids: Baker Books, 1997.
- Currid, John D. *Doing Archaeology in the Land of the Bible: A Basic Guide*. Grand Rapids, MI: Baker Books, 1999.
- Dever, William G. "Asherah, Consort of Yahweh? New Evidence from Kuntillet 'Ajrud," *BASOR* 255 (1984): 21-37.
- Dever, William G. *What Did the Biblical Writers Know and When Did They Know It? What Archaeology Can Tell Us about the Reality of Ancient Israel*. Grand Rapids: Eerdmans, 2001.
- Dever, William G. *Who Were the Early Israelites, and Where Did They Come From?* Grand Rapids, MI: William B. Eerdmans, 2003.
- Dever, William G. *Did God Have a Wife? Archaeology and Folk Religion in Ancient Israel*. Grand Rapids, MI: Eerdmans, 2005.
- Dever, William G. *The Lives of Ordinary People in Ancient Israel: Where Archaeology and the Bible Intersect*. Grand Rapids: Eerdmans, 2012.
- Fant, Clyde E., and Mitchell G. Reddish. *Lost Treasures of the Bible: Understanding the Bible Through Archaeological Artifacts in World Museums*. Grand Rapids: Eerdmans, 2008.
- Hallo, William W., and K. Lawson Younger, Jr. eds. *The Context of Scripture*. 3 vols. Leiden: Brill, 2003.
- Hess, Richard S. "Ancient Near Eastern Studies." Pages 201-220 in *Interpreting the Old Testament: A Guide for Exegesis*. Edited by Craig C. Broyles. Grand Rapids: Baker Academic, 2001.
- Hess, Richard S. *Israelite Religions: An Archaeological and Biblical Survey*. Grand Rapids: Baker Academic, 2007.
- Hoerth, Alfred J. *Archaeology and the Old Testament*. Grand Rapids: Baker Books, 1998.
- Hoerth, Alfred J., Gerald L. Mattingly, and Edwin M. Yamauchi, eds. *Peoples of the Old Testament World*. Grand Rapids: Baker Books, 1994.
- Hoffmeier, James K. *Israel in Egypt: The Evidence for the Authenticity of the Exodus Tradition*. New York: Oxford University Press, 1996.

- King, Philip J., and Lawrence E. Stager. *Life in Biblical Israel*. Library of Ancient Israel. Louisville: Westminster John Knox Press, 2001.
- Kitchen, Kenneth. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.
- MacDonald, Nathan. *What Did the Ancient Israelites Eat? Diet in Biblical Times*. Grand Rapids: Eerdmans, 2008.
- Matthews, Victor H. *Manners and Customs in the Bible: An Illustrated Guide to Daily Life in Bible Times*. 3rd Edition. Peabody: Hendrickson, 2006.
- Matthews, Victor H. and Don C. Benjamin. *Old Testament Parallels: Laws and Stories from the Ancient Near East*. New York: Paulist Press, 1991.
- Matthews, Victor H. *Studying the Ancient Israelites: A Guide to Sources and Methods*. Grand Rapids: Baker Academic, 2007.
- Mazar, Amihai. *Archaeology of the Land of the Bible: 10,000 – 586 BCE Anchor aBible Reference Library*. New York: Doubleday, 1990.
- Nemet-Nejat, Karen Rhea. *Daily Life in Ancient Mesopotamia*. Peabody: Hendrickson, 2002.
- Niehaus, Jeffrey J. *Ancient Near Eastern Themes in Biblical Theology*. Grand Rapids: Kregel Publications, 2008.
- Pilch, John J. *A Cultural Handbook to the Bible*. Grand Rapids: Eerdmans, 2012.
- Pritchard, James B, ed. *The Ancient Near East: Volume I: An Anthology of Texts and Pictures*. Princeton: Princeton University Press, 1958.
- Pritchard, James B, ed. *The Ancient Near East: Volume II: A New Anthology of Texts and Pictures*. Princeton: Princeton University Press, 1975.
- Rogerson, John and Philip Davies. *The Old Testament World*. Cambridge: Cambridge University Press, 1989.
- Schoville, Keith N. *Biblical Archaeology in Focus*. Grand Rapids: Baker Book House, 1987.
- Soden, Wolfram von. *The Ancient Orient: An Introduction to the Study of the Ancient Near East*. Grand Rapids: Eerdmans, 1994.
- Sparks, Kenton L. *Ancient Texts for the Study of the Hebrew Bible: A Guide to the Background Literature*. Peabody: Hendrickson, 2005.

- Stern, Ephraim. *The New Encyclopedia of Archaeological Excavations in the Holy Land, 4 volumes*. Jerusalem: IES and Carta, 1993.
- Stern, Ephraim. *Archaeology of the Land of the Bible: Volume II, The Assyrian, Babylonian, and Persian Periods*. New York: Doubleday, 2001.
- Vaux, Roland de. *Ancient Israel: Its Life and Institutions*. Grand Rapids: Eerdmans, 1997.
- Walton, John H. *Ancient Israelite Literature in Its Cultural Context*. Grand Rapids: Zondervan, 1989.
- Walton, John H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. Grand Rapids: Baker Academic, 2006.
- Yamauchi, Edwin M. and Marvin R. Wilson, eds. *Dictionary of Daily Life in Biblical and Post-Biblical Antiquity*. 4 Vols. Peabody: Hendrickson, 2016.
- Yamauchi, Edwin M. *Persia and the Bible*. Grand Rapids: Baker Books, 1990.