



GS/HIST 5039.06 GS/HUMA 6224.06

Instructor

Professor Steve Mason

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Meeting Schedule

Mondays, 4:00 to 7:00 p.m., adjourning early for the Graduate Humanities Seminar as needed.

We meet in Ross N 837, the seminar room of the Project on Ancient Cultural Engagement (PACE).

Aim and Scope of the Course

This course examines the two centuries from Rome's arrival in Judaea (63 BCE) to the end of the Bar-Kochba Revolt (135 CE), after a necessary glance backward to the preceding Hasmonean period (167-63 BCE). Focal points are two fateful wars (66 to 73/4 and 132 to 135 CE), which saw the destruction of Jerusalem and the exclusion of Judaeans from its surrounding territory. These wars were full of consequence for western history. For Judaeans, they meant the removal of the central shrine in the mother-city and the collapse of an ancient priestly-aristocratic social system. In Rome, the Flavians' victory in the east provided much of the legitimacy needed for their assumption of autocratic power, allowing them to establish a stable regime that would set the tone for more than a century. For nascent Christianity, the destruction of Jerusalem was charged with cosmic significance, becoming part of its own charter myth.

Although this course is not about the *impact* of Judaea's wars, such considerations make it all the more important to understand how these important conflicts came to be. In considering the wars themselves, we need to move beyond the traditional narratives to ask new questions about what was at stake for both Romans and Judaeans in revolt and war. How did Roman elites see the world and their place in it? What was a Roman province and how was it governed? We shall try to "meet" some important Romans. How did they see their relationship with local, native elites? How did they view subject peoples who rebelled against their rule? How common was provincial revolt in the first century, and why did subject peoples rebel? What hopes did rebels have, and how far did they succeed? What was the Roman army? How was it deployed and how did it fight? Who commanded it?

On the Judaeans side, who constituted the elite classes and how did their various members view their relationship with Rome or with other foreign powers? With Parthia in the east? What exactly was

“Judaea” and how did its past and current relationships with immediate neighbours factor into the revolt of 66? How unified was the Judaeian leadership in its view of Rome? For those who sought “freedom,” what could that plausibly mean? (Outright independence? Alliance with another power?) What did those Judaeans who led the rebellion hope to achieve? How did they organize their fighting forces and logistics? What were their strategies, tactics, sources of morale?

A different set of issues is methodological. Provincial Judea seems to be one the best attested objects of study for ancient historians. We have not only the complete thirty volumes by Flavius Josephus, but also extensive archaeological work. Coins abound, including many from the revolts, as do funerary and other inscriptions. And yet, even in what seems a best-case scenario for the ancient historian, we must ask how and what we can really know about specific events and the intentions behind those events. How should the episodes described in Josephus’ elaborate narratives be understood and used in historical reconstruction? How and why did ancient historians write? What does it mean to do ancient history, in general and in this case?

In sum, the course is both a substantive inquiry, concerning the causes and course of the historic conflicts emanating from ancient Judaea, and a methodological one.

Required Course Texts

Cleave, Richard, ed. *The Holy Land Satellite Atlas* (with CD), *vol. 1: Terrain Recognition*. Nicosia: Rohr Productions, 1999. Atlas and accompanying CD will be sold and distributed in class (\$22.00).

Guri-Rimon, Ofra, ed., *The Great Revolt in the Galilee*. Haifa: Hecht Museum (University of Haifa), 2008.

Josephus, *The Jewish War*. Loeb Classical Library. 3 volumes, trans. Henry St.-John Thackeray. Cambridge, Mass.: Harvard University Press, 1927. The current format (in three volumes) is from 1997. **NB: no other translation of Josephus is acceptable for our purposes** (e.g., *not* W. Whiston’s of 1737, widely available on the internet). I will supply a new translation of Book 2 for comparative purposes.

Schäfer, Peter. *The History of the Jews in the Greco-Roman World*. Rev. ed. London: Routledge, 2003.

Please bring the atlas and relevant volume of Josephus to each session, so that we may refer to them.

Evaluation

60% Research Papers. Each term, students write a research paper on a relevant topic of their choice. They may focus upon any of the historiographical, social, economic, military, or religious issues raised by the course, on a particular event, person, group, place, or on an episode or theme in a contemporary literary text. Whatever the chosen focus, papers should use all relevant evidence for the topic (inscriptions, papyri, coins, building remains and components, literary and documentary evidence), explicitly reflecting on problems of method.

Papers are submitted in three stages: a two-paragraph proposal after six weeks (5%), annotated bibliography and structural outline after nine weeks (10%), and final paper, due one week after classes end (15%), for a total of 30% of the final grade in each term. For the breakdown of paper components, please see the note ** near the end of the syllabus.

- 20% Beginning with the fourth session (Oct. 19), students will take turns introducing the secondary, scholarly readings for the day and initiating discussion of them. For this purpose they may simply do the same reading as everyone else, with perhaps some extra background for context. Helpful resources for most topics include the *Oxford Classical Dictionary* (3rd edition) and the *Cambridge Ancient History* (2nd edition, especially volume 10). Depending on numbers, students may need to team up for these presentations. Grading will be based on *the written script* used as the basis for leading the class (not “performance” in the moment). Please be ready to summarize at least a couple of the main scholarly readings for the session and, especially, bring four or five exploratory questions (Why? How? not questions that invite factual or yes/no answers). Participants will lead one session each term, for 20% (2 x 10%) of their grade.
- 20% Seminar Participation: regular attendance and preparation for full discussion of readings each week. Since this is not a lecture course, and the instructor’s tasks are mainly to facilitate informed discussions and serve as a resource person, *the life of the seminar depends entirely on the participants’ thorough preparation for each class.*

Useful Background Studies: Interpretations of the War

Andrea M. Berlin and J. Andrew Overman, eds., *The First Jewish Revolt: archaeology, history, and ideology* (London: Routledge, 2002).

Neil Faulkner, *Apocalypse: the Great Jewish Revolt against Rome, AD 66-73* (Charleston SC: Tempus, 2002).

Martin Goodman, *The Ruling Class of Judaea: the origins of the Jewish Revolt against Rome, A.D. 66-70* (Cambridge, UK: Cambridge UP, 1987).

Martin Goodman, *Rome and Jerusalem: the clash of ancient civilizations* (London: Allen Lane, 2007 [New York: Alfred A. Knopf]).

Martin Hengel, *The Zealots: Investigations into the Jewish Freedom Movement....* (Edinburgh: T. & T. Clark, 1989).

Gottfried Mader, *Josephus and the Politics of Historiography: apologetic and impression management in the Bellum Judaicum* (Leiden: Brill, 2000).

Jonathan J. Price, *Jerusalem under Siege: the collapse of the Jewish State, 66-70 CE* (Leiden: Brill, 1992).

Susan Sorek, *The Jews Against Rome: war in Palestine AD 66 - 73* (London: Continuum, 2008).

Tessa Rajak, *Josephus: the Historian and his Society* (2nd. edn. London: Duckworth, 2002 [1983]).

For a basic introduction to the significance of the war, Josephus' interpretation of it, and Josephus' life and writings, you may find helpful the first three chapters of my book, *Josephus and the New Testament* (2nd. edn. Peabody, Mass.: Hendrickson, 2003).

Schedule of Meetings and Topics

Note on scheduling. Because the Jewish high holidays this year conflict with two sessions (Yom Kippur, Sept 28; Erev Pesach, March 29), I anticipate rescheduling those classes in the week after term. We'll discuss this at the first meeting. The combination of Yom Kippur, Thanksgiving, and the instructor's (unavoidable) speaking commitments elsewhere make the fall term somewhat choppy, especially near the beginning and end. In order to cover the material in adequate depth, I propose a double session, in effect a day-retreat, on Tuesday, December 8 (ca. 10:00 a.m. to 5 p.m.?). I would supply lunch, including kosher sandwiches as desired, in a scheduled 90-minute break.

Note on weekly reading. The readings listed will be discussed in class *on the day with which they are connected in the schedule*. This means, of course, that they must be read *in advance of that session*. I have calculated what should be readable with adequate comprehension in the equivalent of about 9-10 hours (assuming a full-time student's load of three courses in a minimum of 40 hours). But reading styles and volume vary widely from person to person. Some weeks require reading substantial sections of Josephus, and it would be easy to get bogged down in his details. That is why I have given "focus" passages for those weeks. Please try to read the larger text as rapidly as possible, so that you follow Josephus' story line and know the broad context, and the focus passage more carefully, in preparation for discussion. On the reference system for Josephus, please see the note*** following the schedule below.

1. Sept 14 Introduction: methods and categories

If you have a chance to read in advance of the first class, you may find helpful:

- Lester L. Grabbe, *A History of the Jews and Judaism in the Second Temple Period*, vol 1 (Edinburgh: T. & T. Clark, 2004), 2-15 (this much is available on Google Books).
- Steve Mason, *Josephus, Judea, and Christian Origins: methods and categories* (Peabody, Mass.: Hendrickson, 2009), 7-44 (complete on Google Books).

2. Sept 21 Judaea and its neighbours: the Hasmonean expansion and reactions

- Josephus, *War* 1.31-179. Focus: 1.34-35, 85-106, 155-179.
- 1 (focus chaps. 1-4) and 2 Maccabees (focus chaps. 3-6) both part of the so-called Old Testament "apocrypha," widely available online [e.g., www.earlyjewishwritings.com] or in Catholic Bibles as deuterocanonical texts.
- Schäfer 1-80, especially 27-80.
- Background: Lee I. Levine *Jerusalem: portrait of the city* (2002), 45-114 (available via Google Books).

September 28

No Class: Yom Kippur

3. Oct 5 King Herod: his relations with Rome, the province of Syria, and Parthia

- Josephus, *War* 1.180-2.118. Focus: 1.364-430, 647-673.
- Schäfer 81-100.
- Peter Richardson, *Herod: King of the Jews and Friend of the Romans* (Columbia: University of South Carolina, 1996), 95-145 + maps (Google Books includes this stretch of text = two chapters).
- Duane Roller, *The Building Program of Herod the Great* (Berkeley: University of California Press, 1998), 54-65 (“The Herodian Intellectual Circle” – this brief chapter is available on Google Books).
- Byron McCane, “Simply Irresistible: Augustus, Herod, and the Empire,” *Journal of Biblical Literature* 127 (2008), 725-735.

October 12**Thanksgiving Holiday****4. Oct 19** Judaea and Roman Syria. Varying forms of government. When did Judaea become a province?

- Exercise: look up all references to “Judaea” in the *War* (according to Thackeray’s index: there are several dozen). What do you notice about how the word is used? To what does it refer? Focus: 2.14-22, 80-92.
- Schäfer 101-118.
- B. de Vries and P. Bikai, “Archaeology in Jordan,” *American Journal of Archaeology* 97 (1993), 457-520.
- M. Chancey and A. L. Porter, “The Archaeology of Roman Palestine,” *Near Eastern Archaeology* 64 (2001), 164-203.
- Both available via JSTOR, these are gems to keep. They are long, but they give fairly up-to-date overviews of both the history (especially the latter article) and the archaeology of Judaea, Galilee, Peraea, and Nabataea in our period.
- Hannah M. Cotton, “Some Aspects of the Roman Administration of Judaea/Syria-Palaestina,” in W. Eck, ed., *Lokale Autonomie und römische Ordnungsmacht in den kaiserzeitlichen Provinzen vom 1. bis 3. Jahrhundert* (Munich: Oldenbourg, 1999), 75-92. Distributed.
- Mason, draft chapter 2

5. Oct 26 Roman provincial administration and legionary placement. Did Rome have a grand strategy?

- Ancient texts: Strabo, *Geography* 17.3.25; Cassius Dio, *Roman History* 53.12-14.
- J. E. Lendon, *Empire of Honour: the art of government in the Roman world* (Oxford: Oxford University Press, 1997), 1-29 (= Introduction, available on Google Books).
- G. P. Burton, “Government and the Provinces,” in J. Wachter, ed., *The Roman World*, 2 vols. (London: Routledge, 2002), 423-439.
- Susan P. Mattern, *Rome and the Enemy: imperial strategy in the principate* (Berkeley: University of California Press, 2002), 1-23 (= chap. 1, complete on Google Books).
- Edward N. Luttwak, *The Grand Strategy of the Roman Empire from the First Century A.D. to the Third*, 1-30 (= incomplete chapter 1 on Google Books, sufficient for our purposes).
- Erich S. Gruen, Review of Edward N. Luttwak, *The Grand Strategy of the Roman Empire* (1976), *Journal of Interdisciplinary History* 8 (1978), 563-566 (JSTOR).

6. Nov 2 Other provincial revolts in the first century CE: Pannonia/Illyricum, Africa, Britain, Batavia

PAPER PROPOSAL DUE TODAY

- Ancient texts: Velleius Paterculus, *History of Rome* 2.108-115; Tacitus, *Annals* 3.40-45; Tacitus, *Ann.* 2.52; 4.23-24; *Ann.* 12.31-34; 14.29-39; Cassius Dio, *History of Rome* 62.1-12; Tacitus, *Hist.* 4.12 37, 54 79; 5.14 26; Cassius Dio 66.3.1. Josephus, *War* 2.342-407 (speech of King Agrippa II).
- S. L. Dyson, “Native Revolts in the Roman Empire,” *Historia* 20 (1971), 239-274 (JSTOR).
- Mason, draft chapter 3 (relevant section)

7. Nov 9 Triangulation: Judaea and Parthia; Parthia and Rome

- Brian Campbell, “War and Diplomacy: Rome and Parthia, 31 BC - AD 235,” in J. Rich and G. Shipley, eds., *War and Society in the Roman World* (London: Routledge, 1993), 213-240. Distributed.
- Warwick Ball, *Rome in the East: the transformation of an empire* (London: Routledge, 2000), 8-20, 47-60. Distributed.
- Mason, draft chapter 3

8. Nov 16 Understanding Josephus’ *Judaean War* – the “master text”

- Josephus, *War* 1.1-30.
- Tessa Rajak, “Flavius Josephus: Jewish History and the Greek World” (Oxford D.Phil. dissertation 1974), 1-98 (= Part I and Part II Chapter 1), available via pace.cns.yorku.ca. Choose “dissertations” from left sidebar; then T. Rajak from the list.
- Mason, draft chapter 4 and other distributed readings.

November 23

No Class: Instructor away

9. Nov 30 Judaea on the eve of revolt I: leadership, institutions, parties, associations, schools

PAPER OUTLINE AND PROVISIONAL BIBLIOGRAPHY DUE TODAY

- Josephus, *War* 1.119-166 and Josephus’ *Ant.* 13.171-173; 18.11-25 online (at pace.cns.yorku.ca).
- Levine, *Jerusalem*, 114-137 (Google Books).
- Lawrence H. Schiffman, *From Text to Tradition* (Hoboken: Ktav, 1991), brief section on “Pharisees and Sadducees” online at http://cojs.org/cojswiki/Pharisees_and_Sadducees.
- Albert I. Baumgarten, “Finding Oneself in a Sectarian Context: a sectarian’s food and its implications,” in Baumgarten, J. Assmann, and G. A. G. Stroumsa, eds., *Self, Soul, and Body in Religious Experience* (Leiden: Brill, 1998), 125-147 (complete in Google Books).
- Shaye J. D. Cohen, “The Significance of Yavneh: Pharisees, Rabbis, and the End of Jewish Sectarianism,” *Hebrew Union College Annual* 55 (1984), 27-53. This important, classic article is now happily available online (NB: a single long URL): http://cojs.org/cojswiki/The_Significance_of_Yavneh:_Pharisees,_Rabbis,_and_the_End_of_Jewish_Sectarianism,_Shaye_J.D._Cohen,_Hebrew_Union_College_Annual_55.

December 7

No Class: Instructor away

Proposed Make-up day: December 8

10. Morning Specific antecedents of the revolt: problems in Caesarea and other Greek cities

- Josephus, *War* 2.167-498, 559-654. [Omitted is campaign of Cestius Gallus, to be considered separately.]
- Exercise: compare *War* 2.266-284 (then skim as far as 308) with Josephus' later *Antiquities* 20.173-184 (e.g., on pace.cns.yorku.ca), note similarities and differences; prepare to discuss.
- Lee I. Levine, "The Jewish-Greek Conflict in First-Century Caesarea," *Journal of Jewish Studies* 25 (1974), 381-397. Distributed.
- Aryeh Kasher, "The *Isopoliteia* Question in Caesarea Maritima," *Jewish Quarterly Review* 68 (1977), 16-27 (JSTOR).
- B. Burrell, K. Gleason, and E. Netzer, "Uncovering Herod's Seaside Palace," *Biblical Archaeology Review* 19 (1993). Electronic access.
- R. L. Hohlfelder, "Caesarea Beneath the Sea," *Biblical Archaeology Review* 8 (1982). Electronic access.
- Joseph Patrich, "Herodian Entertainment Structures," in D. M. Jacobson and N. Kokkinos, eds., *Herod and Augustus* (Leiden: Brill, 2009), 181-216.
- Mason, draft chapter 5

11. Afternoon The opposing forces: aims, organization, strengths/weaknesses, sources of morale
 Exercise: find out whatever you can about sieges in the Hellenistic and Roman periods. Duncan B. Campbell has written several excellent, inexpensive, and lavishly illustrated books on ancient sieges, including *Siege Warfare in the Roman World, 146 BC–AD 378* (Oxford: Osprey, 2005) – worth purchasing if you can. They are also generously available (not completely) on Google Books. What advantages did the besiegers and the besieged possess?

- Brian Campbell, "Teach Yourself How to be a General," *Journal of Roman Studies* 77 (1987), 13-29. (JSTOR).
- Jonathan Roth, *The Logistics of the Roman Army at War, 264 BC - AD 235* (Leiden: Brill,), 7-67 (Google Books).
- Adrian K. Goldsworthy, *The Roman Army at War, 100 BC - AD 200* (Oxford: Oxford University Press, 1998), 1-27 (Google Books: the chapter is incomplete, but sufficient.)
- Mason, draft chapter 6

----- **MID-YEAR BREAK** -----

12. Jan 4 Roman internal politics: the reign of Nero (54 to 68 CE) as context for Judaeian revolt. Cn. Domitius Corbulo, Cestius Gallus, and Vespasian

- Suetonius, *Life of Nero*; Josephus, *War* 3.1-5; 4.585-663.
- Keith R. Bradley, "The Chronology of Nero's Visit to Greece A.D. 66/67," *Latomus* (1978), 61-72.
- Keith R. Bradley, "Nero's Retinue in Greece, A. D. 66/67," *Illinois Classical Studies* 4 (1979), 152-157.
- Frederik J. Vervaet, "Domitius Corbulo and the Senatorial Opposition to the Reign of Nero," *Ancient Society* 32 (2002), 135-193.
- Frederik J. Vervaet, "Domitius Corbulo and the Rise of the Flavian Dynasty," *Historia* 52 (2003), 436-464. (JSTOR).
- Mason, draft chapter 7

13. Jan 11 "The Blunder of Cestius Gallus" in October-November 66

- Josephus, *War* 2.449-558.

- Bezalel Bar-Kochva, “Seron and Cestius Gallus at Beith Horon,” *Palestine Exploration Quarterly* 108 (1976), 13-21.
- Mordechai Gichon, “Cestius Gallus’ Campaign in Judea,” *Palestine Exploration Quarterly* 113 (1981), 39-62.
- Mason, draft chapter 7.

14. Jan 18 Vespasian and his Galilean campaign

- Josephus, *War* 3.1-4.120. Focus:
- R. A. Horsley, “Archaeology and the Villages of Upper Galilee,” *Bulletin of the American Schools of Oriental Research* 297 (1995), 5-16. [JSTOR] I recommend reading the first half and final part (after the Strata) – an excellent example of a historian in dialogue with archaeologists.
- E. M. Meyers, “Commentary: An Archaeological Response to a New Testament Scholar,” *BASOR* 297 1995, 17-26. This response to the previous article highlights differences of method and consequences.
- Guri-Rimon, ed.: chapters by Rappaport, Pastor, Frankel, Aviam, Syon, Shatzman (pp. 9-89)
- Mason, draft chapter 8
- Extra background: J. R. Armenti, “On the Use of the Term ‘Galileans’ in the Writings of Josephus Flavius: a brief note,” *Jewish Quarterly Review* 72 (1981), 45-49. (JSTOR).
- M. Moreland, Review of three books on Galilee: by Jonathan L. Reed, Marianne Sawicki, William E. Arnal, *Journal of Biblical Literature* 121 (2002), 757-766 (JSTOR). Reviews like this provide an efficient introduction to book-length studies when you lack the time to read them through, including the reviewer’s critical perspective.

15. Jan 25 Jerusalem I: leadership of the revolt (and orientation to the ancient city)

- Tacitus, *Histories* 5.1-13; Josephus, *War* 4.121-584; 5.136-247. Focus: 4.224-365; 5.136-247.
- Magen Broshi, “Estimating the Population of Roman Jerusalem,” *Biblical Archaeology Review* 4 (1978). (Electronic access via York library.)
- James S. McLaren, “The Coinage of the First Year as a Point of Reference for the Jewish Revolt (66-70 CE),” *Scripta Classica Israelica* 22 (2003), 135-52.
- Isadore Goldstein and Jean Philippe Fontanille, “A New Study of the Coins of the First Jewish Revolt against Rome,” *ANA Journal: Advanced Studies in Numismatics* 1.2 (2006), 9-32.

One of these two, from books on reserve:

- Martin Goodman, *The Ruling Class of Judaea* (Cambridge: Cambridge UP, 1987), 1-25, 152-175.
- Jonathan Price, *Jerusalem Under Siege* (Leiden: E. J. Brill, 1992), 1-50.

Perhaps useful on the methodological issues they raise: my essay “Contradiction or Counterpoint: Josephus and Historical Method,” *Review of Rabbinic Judaism* 6 (2003), 145-188, esp. from 158.

(Electronic access via York library.)

16. Feb 1 Jerusalem II: wartime factional strife and rivalry

Special guest today: Prof. Daniel R. Schwartz (Hebrew University of Jerusalem)

- Josephus, *War* 5.1-135, 248-572. Focus: 5.1-97, 109-119, 309-330, 362-423, 548-560.
- U. Rappaport, “John of Gischala: from Galilee to Jerusalem,” *Journal of Jewish Studies* 33 (1982), 479-493.
- Gideon Fuks, “Some Remarks on Simon bar Giora,” *Scripta Classica Israelica* 8-9 (1985-1988), 106-119.

- Otto Michel, “Studien zu Josephus: Simon bar Giora,” *New Testament Studies* 14 (1968), 402-408. This, the only German item on the list, is brief but important. It is not required, but you might try to see what you can make of it.
- Richard A. Horsley, “Josephus and the Bandits,” *Journal for the Study of Judaism* 10 (1979), 37-63. (Electronic access via York Library.)
- A. J. L. van Hooff, “Ancient Robbers: Reflections Behind the Facts.” *Ancient Society* 19 (1988), 105-124. (JSTOR).
- Mason, draft chapter 9

17. Feb. 8 The War in Samaria and Idumaea

PAPER 2 PROPOSAL DUE TODAY

- Exercise: use Thackeray’s index in the Loeb edition to locate and read all passages in *War* relating to Idumaea/Idumaeans and Samaria [city and region]/Samaritans. The adventurous might supplement these with a search on pace.mcmaster.ca for the same terms in all of Josephus.
- Alan Appelbaum, “‘The Idumaeans’ in Josephus’ *The Jewish War*,” *Journal for the Study of Judaism* 40 (2009), 1-22. (Electronic Access via York library.)

February 15

No Class: Family Day / Reading Week

18. Feb 22 Jerusalem III: siege and capture by Titus in 70 CE

- Josephus, *War* 6.1-442. Focus: 6.1-23, 33-92, 96-148, 169-219, 232-270, 323-362, 403-442.
- Schäfer 121-130.
- Adam Ziolkowski, “*Urbs direpta*, or How the Romans Sacked Cities,” in J. Rich and G. Shipley, *War and Society in the Roman World* (London: Routledge, 1993), 69-91.
- N. Avigad, “Jerusalem in Flames – the Burnt House Captures a Moment in Time,” *Biblical Archaeology Review* 9 (1983). (Electronic access via York library.)
- Guri-Rimon 91-108 (chapter by Rosenthal-Heginbottom).

19. Mar 1 After Jerusalem’s fall: understanding Roman and rebel intentions at Machaerus and Masada

- Josephus, *War* 7.163-455.
- Solomon Zeitlin, “Masada and the Sicarii,” *Jewish Quarterly Review* 55 (1965), 299-317. (JSTOR).
- Solomon Zeitlin, “The Sicarii and Masada,” *Jewish Quarterly Review* 57 (1967), 251-270. (JSTOR).
- Dan Gill, “A Natural Spur at Masada,” *Nature* 364 (1993), 569-70.
- Jonathan Roth, “The Length of the Siege of Masada,” *Scripta Classica Israelica* 14 (1995), 87-110.
- Mason, draft chapter 10.

20. Mar 8 The Flavian Province of Judaea after 70 and Flavian exploitation of Jerusalem’s fall

PAPER OUTLINE AND PROVISIONAL BIBLIOGRAPHY DUE TODAY

- Josephus, *War* 7.1-162.
- Schäfer 131-144.
- Louis H. Feldman, “Financing the Colosseum,” *Biblical Archaeology Review*, July/August 2001.
- Yaakov Meshorer, “The Holy Land in Coins,” *Biblical Archaeology Review*, March 1978 – final paragraphs on Judaea Capta coins.

- Fergus Millar, “Last Year in Jerusalem: Monuments of the Jewish War in Rome,” in J. Edmondson, S. Mason, and J. Rives, *Flavius Josephus and Flavian Rome* (Oxford: Oxford University Press, 2005), 101-128.
- Jodi Magness, “The Arch of Titus at Rome and the Fate of the God of Israel,” *Journal of Jewish Studies* 59 (2008), 201-217.

21. Mar 15 Trajan’s Parthian campaign and the outbreak of revolt, 114–117 CE

- Daniel R. Schwartz, “How at Home were the Jews of the Hellenistic Diaspora?” Review article, *Classical Philology* 95 (July 2000), 349-357.
- Timothy D. Barnes, “Trajan and the Jews,” *Journal of Jewish Studies* 40 (1989), 145-162.
- Martin Goodman, “Trajan and Roman Hostility to the Jews,” *Past and Present* 182 (2004), 3-29.

22. Mar 22 The Bar Kochba Revolt. 132–135 CE

- Schäfer 145-197 (esp. 145-161).
- Joseph Patrich, “Hideouts in the Judean Wilderness,” *Biblical Archaeology Review* (15) Sept/Oct 1989.
- Martin Goodman, “The Bar Kokhba War” (review of P. Schäfer, *Der Bar Kokhba-Aufstand*, 1981), *Classical Review* 33 (1983), 273-275.
- Werner Eck, “The Bar Kokhba Revolt: the Roman Point of View,” *Journal of Roman Studies* 89 (1999), 76-89. (JSTOR)

March 29

No Class: Passover Eve

23. Recovery Class (Wed. April 7? Mon. Apr. 12?) **Consolidation: How should we understand the relationship between Judaea and Rome in the first two centuries of the common era?**

**** Components of each research paper.** Each component should be submitted to me electronically (smason@yorku.ca) by the date specified in the Outline above, before 4:00 p.m., when class begins. If you include Greek or Hebrew text, please use Unicode fonts (if you have questions about Unicode, you may ask me) *or* transliterate into *italicized Roman characters*. I cannot accept papers by any other means (in print – under doors, via friends or secretaries). I need these phased components on the date specified for two reasons. First, a logic of incrementalism underlies the process: I want to give as much feedback as I can on the discrete elements of your paper (proposal, research plan, argument) so that by the time you write up the study itself you should feel confident about these, and be able to focus on the clarity of your final formulation. Obviously, I need to receive each part in time to give you feedback before the next one. (I aim to return each incremental submission within a week.) Second is the question of fairness. We could all use more time for our work, but we also know the due dates well in advance. Those who struggle to submit their work on time should not be penalized for that (by losing time for improvement, which might have raised their grades). Those who take the extra time should be penalized. Therefore, late submissions (i.e., those not received in my email inbox by the beginning of class) are devalued by one full grade per week (e.g., A drops to B). As soon as I receive your submission, during business hours, I’ll acknowledge it with return email. If you submit a paper and do not receive a response from me within two normal working hours, please contact me by some other means. **NB: please send email from your York address**, because mail from other popular providers may be blocked by York’s eager spam filters.

- 5% proposal: a single type-written, double-spaced page (like the introduction to an essay) indicating the aim, scope, and context of your proposed research. Of course, this intention can change as your research progresses, but I need to see where you are headed in order to provide feedback.
- 10% detailed outline and provisional annotated bibliography. The outline is a *complete structural map* of the essay – major sections and subdivisions, including one-sentence (*not* bullet points or headings) statements of each main point and sub-point that you intend to develop as paragraphs. In other words, I need to see the structure of your argument, not merely the topics to be covered, so that I can offer feedback before you write the final essay. You will need to be quite far along by this point. If you are in doubt, please ask me to explain what I mean. The provisional bibliography should include those items you think will be most helpful (probably eight to twelve entries), each with a sentence or two explaining how or why the item is relevant, even if it is obvious (e.g., The subject of this article is precisely the problem I am exploring.)
- 15% final written paper (assessed partly on your incorporation of feedback from the earlier phases). Due one week after classes end (Dec 15, Apr 19 at latest). A one-week extension without penalty *may be possible if* it is arranged with the instructor *at least a week in advance* of the original deadline – only for some compelling reason.

*** **Note on Josephus reference numbers.** There are two modern systems. The older, three-part system (sometimes called after “Whiston”) uses volume, chapter, and paragraph (e.g., *War* 2.5.4), except for the single-volume *Life*. The more modern system (often called after “Niese”) has only two parts: volume and section (e.g., *War* 2.643). Because the older system divided the text according to its thematic content, so that a whole speech or geographical digression could be regarded as a single unit (paragraph), that smallest Whiston unit could run over several pages. That was fine and logical for volume reading, but made it difficult to refer to specific elements (e.g., represented by natural English paragraphs) within such a long unit. The new system, by contrast, divides the text more or less proportionately, irrespective of its theme or content: it supplies a number at every significant grammatical break (period, colon, semi-colon) to facilitate precise referencing. Thus, the involved speech of Agrippa, which is the single paragraph *War* 2.16.4 in the Whiston system, is represented by a large number range (2.345-401) in the Niese system, which enables one to refer to a small part of the lengthy oration (e.g., 2.357 or 389). The newer system is all but universally used in scholarship, and we shall also use it. In the Loeb edition (our Josephus text), which has Greek and English on facing pages, the *range* of “Niese” sections covered by each English page is given at the top, but the specific section numbers *appear only on the Greek side*. Thus, you can quickly find the English page you need by looking at its header, but you may need to glance at the Greek page to locate a particular section, then follow across to the English for the corresponding sentence break. (This is not difficult, and does not require Greek.)

AGREEMENT NOT TO DISTRIBUTE ELECTRONIC FILES

Background: In this seminar the instructor will be distributing some reading material by email. This material includes published or unpublished work by other scholars (with their agreement) and draft chapters of the instructor's own book in progress, which is under contract to a publisher – the latter to assist seminar members in understanding the subject matter and to solicit their critical feedback. This distribution is exclusively for the benefit of students in the course, giving them access to unpublished material and providing convenient access to items they should be able to find by other means, to save them time and effort. The instructor can only undertake to distribute this material, therefore, if the recipients understand the privileged nature of such access, within the framework of the seminar, and agree *not to distribute, forward, or otherwise share* the material they receive in this manner outside the seminar group. Hence the following statement of agreement. The instructor will only be able to distribute protected course material to participants who have signed and returned this form.

I, _____, understand that the instructor in GS/HIST 5039.06
(**please print first and last names**)
= HUMA 6224.06 (“Rome and Judaea: Politics and War”), 2009-2010, will distribute some course material electronically for the benefit and convenience of seminar participants. By signing this form I confirm that, respecting that this is intellectual property belonging to others, I shall not myself distribute it, whether by electronic means or any other.

(signature)

(date)

RECEIPT: *Holy Land Satellite Atlas, vol. 1: Terrain Recognition*, with companion CD

I, Steve Mason, have received from _____

(please print name)

the sum of CAD \$22.00 as complete payment for the course text: Richard Cleave, et al., *Holy Land Satellite Atlas, vol. 1: Terrain Recognition* (Nicosia: Röhr Productions, 1999) with the accompanying fly-over CD. This private sale has been necessitated by the York University Bookstore's reluctance to purchase and distribute this volume, because the publisher has no North American distributor. The cost of CAD \$22.00 for this hardcover, full colour atlas with accompanying CD reflects the wholesale purchase price, including a 40% discount extended by the publisher.

Signed,

(purchaser's signature)

(date)

(Steve Mason, instructor)