

Course Prospectus

For THL 473 Archaeology of the Old Testament

Overview

Archaeology of the Old Testament deals with the study of the archaeology of the lands of the Bible. Through the science of archaeology and the use of historical records, such as the Hebrew Scriptures, a student can develop a fuller understanding of the biblical record and the lifeways of biblical peoples. In biblical archaeology, wherein the disciplines of history and archaeology complement each other, students and scholars gain a fuller perception of the events depicted in the Bible and learn of the cultural change (cultural process) in the Bible lands.

Course catalog description for this course

This course deals with the archaeology of the bible lands from the fourth millennium B.C.E. through the Intertestamental Period. Topics addressed include patriarchal Palestine, Joseph and Moses in Egypt, the reigns of David and Solomon, the divided kingdom, the exile, and the intertestamental period. Upon completion, students should be able to explain how understanding of the social, political and religious background of the biblical world aids illumination of the Hebrew Scriptures.

Prerequisites and corequisites

There are no Prerequisites or Corequisites for this course.

Course credit

Three (3) semester hours.

Instructional objectives

On successful completion of this course, a student should be able to:

1. Define basic terminology in biblical archaeology;
2. Describe the geographical setting of the Levant;
3. Cite and explain the highlights of the major archaeological periods in the Levant during the Old Testament and Intertestamental periods;
4. Explain in general terms the field of biblical archaeology, its major means and ends, and the leading issues in biblical archaeological research;
5. Cite and describe the significance of the major Levantine archeological sites with emphasis upon those located in Israel;
6. Explain how archaeological research of biblical lands can illuminate parts of the biblical text in both the Hebrew Scriptures and the New Testament; and
7. Explain the concept of culture, the nature of archaeological data, and archaeological context through definition and examples from the material cultures that provide the setting for the biblical narrative.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable

accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor through the "Contact Instructor" link on the course home page.

Technology access

This course requires web access and the student has to have an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at <http://www.adobe.com/products/acrobat/readstep2.html>.

Course evaluation

Student input is welcome for improving this course. Making suggestions by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity of assessing the course. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student's experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Textbooks

Textbooks for this course are:

Sailhamer, John H. *Biblical Archaeology*. Zondervan Quick Reference Library. Grand Rapids: Zondervan Publishing House, 1998.

Hoerth, Alfred J. *Archaeology of the Old Testament*. Grand Rapids: Baker Books, 1998.

Students may order these through the University Bookstore.

The textbooks used in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

Icebreaker assignment

To begin this course, students must complete an icebreaker assignment to introduce themselves to their classmates through the posting of a short autobiography on the course Forum. The icebreaker assignment is due by the eighth day of the semester. Students post their biographies as a reply to the "Bios" topic on the course forum. A student can earn 25 bonus points in this course by doing so "on time." As there are people from all over the world enrolled in this course each autobiography will help all know, understand and appreciate each other. Students are to read and comment on each other's bios throughout the first week of class.

Course requirements and grades

Due dates and extensions

Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Reading and writing exercises

Refer to "Course outline and assignments" section for reading assignments.

Filing writing assignments

For instructions in how to post assignments, visit the Frequently Asked Questions pages through the link on the course homepage.

Study tips

Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged not to put off completing their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings making notes before viewing the assigned lecture.
- Define terms in the assignment. The exams will specifically test basic terminology. Students should develop their biblical and theology vocabulary as they proceed assignment by assignment.
- As students view lectures, they should complete their notes.
- Complete the answers for the writing assignment.
- Each week students should review notes, geographical terms and locations, and the words they defined.
- If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention, students not only acquire assistance but they also maintain the interaction necessary in higher education. Use the Inbox on the course home page to send questions.

Lectures

This course includes several lectures by Dr. Germano and some guests. Links to lectures are in the lessons.

Quizzes and examinations

Each of the nine lessons has an associated online exam of not more than 28 questions. They are open book exams, but under no circumstances are students to print the quiz. An open book quiz is not a workbook exercise. It is a test where the student can consult his or her notes and books. Students have ninety minutes to complete each quiz. Quizzes are objective tests (which may include true/false, matching, multiple-choice questions covering lectures, readings, vocabulary words and discussion topics.

Grading

A course grade will be determined based on the number of points a student has earned over the semester as follows:

- Writing Assignments (nine, each worth 40 points, for a total of 360 points)
- Quizzes (nine, each worth 40 points, for a total of 360 points; online, open book]
- Team Project (worth 280 points)
- TOTAL 1,000 points

Posting the autobiography on time can earn a student 25 bonus points. These points could make the difference between an A or a B, or passing or not passing.

Grades are in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course. That means that we want students to earn at least 800 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you do not know what that means, do not worry about it). Mastery of the material is what one's goal should be.

Grades, assigned by points, are as follows:

- A 900-1000 points
- B 800-899 points
- C 700-799 points

D 600-699 points
F Below 600 points

Academic irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

In cases of suspected academic irregularity, faculty members may refuse to grade such papers, completely or in part, or examinations, and to record each of them as a failure.

If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course calendar

<i>Lesson</i>	<i>Readings (this is not an exhaustive list, some additional readings will be added during the semester)</i>
Lesson 1 Beginnings	
Topic 1 Introduction to Biblical Archaeology	Hoerth Chapter 1 (pp. 13-30) Sailhamer "Introduction" (pp. 9-18) Archaeological Periods in the Levant (chart) Dating Methods (supplemental material) Basic Concepts in Biblical Archaeology (supplemental material)
Topic 2 Archaeology and Genesis	Hoerth Chapter 9 (pp. 183-200) Sailhamer "Archaeology and Genesis" (pp. 1-11)
Lesson 2 Mesopotamia	
Topic 1 Mesopotamia Before Abraham	Hoerth Chapter 2 (pp. 31-55) Sailhamer (p. 44)
Topic 2 Abrahamic Mesopotamia	Hoerth Chapter 3 (pp. 56-74)
Lesson 3 Patriarchal Palestine and Egypt	
Topic 1 The Land of Canaan	Hoerth Chapter 4 & 5 (pp. 75-123) Sailhamer "The Patriarchs" (pp. 35-46)
Topic 2 Ancient Egypt	Hoerth Chapter 6 & 7 (pp. 124-164)
Lesson 4 The Exodus	
Topic 1 The Exodus and Mt. Sinai	Hoerth Chapter 8 (pp. 165-182) Germano "The Exodus Enigma" Sailhamer "Exodus, the Conquests, and the Judges"

Lesson 5 The Conquest and the Judges

Topic 1 The Conquest Hoerth Chapter 10 (pp. 201-222)

Topic 2 Joshua's Closing Years and the Judges Hoerth Chapter 11 (pp. 223-239)

Lesson 6 Kingship and the United Monarchy

Topic 1 The Beginnings of Kingship Hoerth Chapter 12 (pp. 240-257)

Topic 2 David as King Hoerth Chapter 13 (pp. 258-276)
Sailhamer "The United Monarchy" (pp. 65-74)

Topic 3 Davidic Jerusalem

Topic 5 Solomon as King Hoerth Chapter 14 (pp. 258-295)

Lesson 7 Judah and Israel

Topic 1 The Early Divided Kingdom (931-841) Hoerth Chapter 15 (pp. 296-319)

Topic 2 The Late Divided Kingdom (841-722) Hoerth Chapter 16 (pp. 320-339)

Topic 3 Judah Alone (722-586) Hoerth Chapter 17 (pp. 340-367)

Lesson 8 Ezra and Nehemiah

Topic 1 The Exile Hoerth Chapter 18 (pp. 368-387)

Topic 2 Esther, Ezra and Nehemiah Hoerth Chapter 19 (pp. 388-403)
Sailhamer "The Exile and the Postexilic Period" (pp. 95-108)

Topic 3 Jerusalem and the Second Temple

Lesson 9 Intertestamental Period

Topic 1 Alexander the Great and the Ptolemaic Rule of Palestine Hoerth Chapter 20 (pp. 404-422)

Topic 2 The Maccabees and the Third Temple Ward "First Maccabees: The Remarkable Chronicle of the Maccabees"
