

Course Prospectus

For THL 476 Archaeology of Jerusalem

Overview

Jerusalem is the modern capital of the State of Israel and the country's largest city. Historically the city lies at the center of the earth and the Bible describes Jerusalem as the capital of a future millennial world. Settlement dates to the Chalcolithic period and the Early Bronze Age IA-B (3300–3000). It is a city where every plot of ground is a potential archaeological site. Its rich archaeological monuments and sites attest to the veracity of the New Testament, help its readers to understand the life and times of Jesus of Nazareth, and illuminate the Hebrew Scriptures. The mother church at Jerusalem, the seat of Judeo-Christianity, was the center of operations for the whole church in the pre-70 CE period. The city has undergone many changes over the centuries and in this course students gain a sense of the city's periods of prosperity and decline.

COURSE CATALOG DESCRIPTION FOR THIS COURSE

This course deals with the development of Jerusalem from prehistoric through the Byzantine Period in light of archaeological discoveries and extant historical details. Emphasis upon key stages of the city's past as Canaanite Jebus, City of David and Zion, Nehemiah's Jerusalem, Herodian Jerusalem, Roman Colonia Aelia Capitolina, and Byzantine Jerusalem. Special emphasis placed on the Temple Mount, Cenacle, and Golgotha. Upon completion, students should be able to identify features and key structures.

PREREQUISITES AND COREQUISITES

None.

COURSE CREDIT

Three (3) semester hours.

Instructional objectives

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

1. Describe the lifestyle of the people who inhabited Jerusalem over the centuries;
2. State the economic status of the city in the various segments of its history;
3. Describe the city's defense systems and their effectiveness;
4. Discuss the archaeological evidence of religious practices;
5. Discuss the nature of the struggles waged over the city by pagan, Jew, Christian and Muslims;
6. Explain the conflict between Judeo-Christians, pagans and the Greco-Roman Orthodox and the impact of the Gentilization of Christianity on the city and its people; and

7. Identify features and key structures of the city as they relate to understanding the Hebrew Scriptures and the New Testament.

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

The textbook for this course is:

MCRAY MARE, W. HAROLD. THE ARCHAEOLOGY OF THE JERUSALEM AREA. EUGENE, OR: WIPF AND STOCK PUBLISHERS, 2002..

Students may order this book through the University Bookstore.

The books used or referred to 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. When you undertake your critical book reviews you may find the reviews of these titles on Amazon.com helpful.

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.

Grading

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

Writing Assignments (seven, each worth 50 points, for a total of 350 points)

Exams (four, each worth 100 points, for a total of 400 points]

TOTAL 750 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 600 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 675-750 points

B 600-674 points

C 525-599 points

D 450-524 points

F Below 450 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

Topics 1-2

Mare 15-58

Writing Assignment 1 due June 7

Lesson 2 Canaanite Jebus and the City of David (June 7-13)

Reading Assignments

Topics 1-2

Mare 59-66

Writing Assignment 2 due June 14

Lesson 3 The Solomonic City and Jerusalem During the Kingdom of Judah (June 14-20)

Reading Assignments

Topics 1-2

Mare 67-117

Writing Assignment 3 due June 21

Exam 1 due June 21

Lesson 4 Jerusalem After the Exile (June 21-27)

Reading Assignments

Topics 1-2

Mare 118-137

Writing Assignment 4 due June 28

Exam 2 due June 28

Lesson 5 Herodian Jerusalem (June 28-July 11)

Reading Assignments

Topics 1-5

Mare 139-200

Writing Assignment 5 due July 12

Lesson 6 Roman Colonia Aelia Capitolina (July 12-18)

Reading Assignments

Topics 1-2

McRay 201-215

Writing Assignment 6 due July 19

Exam 3 due July 19

Lesson 7 Byzantine Jerusalem (July 19-24)

Reading Assignments

Topics 1-4

Mare 217-261

Writing Assignment 7 due July 24

Exam 4 due July 28

