

Course Prospectus

For THL 215 The Lost Tribes of Israel in History and Prophecy

Overview

Why does the Old Testament deal almost exclusively with the Children of Israel? Just who are the Israelites, and why is it important to study and understand the history of the Israelites today? Why does the Bible refer to the Israelites as the “chosen people” and what were they chosen for? What does their God-given mission have to do with the rest of the world? How do ancient Bible prophecies about the future of the Israelites relate to our modern world and to the future of specific nations today? What does all this have to do with persistent traditions of the Lost Ten Tribes of the House of Israel?

In this course, we will examine what is known about the history of the Israelite people from the Bible and historical sources, and we will learn how the unique contributions of the Israelites changed the world. We will study biblical keys that enable us to identify the tribes of Israel and examine Bible prophecies that foretold the future role the Israelites would play in determining the course of human history and how other nations and peoples would fit into God’s divine plan for mankind.

A major emphasis of this course will be to examine the evidence for, and criticism of, the identity of modern Israelite nations—especially the “Lost Ten Tribes” of the House of Israel. As part of this emphasis, we will examine ancient documents and monuments and long-held legends that link the Israelites with nations of our modern world. We will visually visit unique historic sites that are connected with the movements of Israelite people, and we will review modern biochemical and genetic evidence that links modern peoples with the Lost Ten Tribes of the House of Israel.

Prerequisites and corequisites

Prerequisites: None.

Corequisites: None.

Course credit

Three (3) semester hours.



The Declaration of Arbroath, 1320

The Declaration of Arbroath is without doubt the most famous document in Scottish history and is seen by many as the founding document of the Scottish nation. The declaration states that the Scots came from Scythia through Spain 1200 years “after the outgoing of the people of Israel” – the deportation of the Israelites from Palestine to Assyria in 721 BC.

Course catalog description for this course

This course examines what is known about the Israelite people from the Bible and other historical sources. Emphasis is on the diaspora of the Ten Tribes after the fall of the Kingdom of Israel in 721 BCE, the material culture documenting their migrations, and the historical sources detailing their unique contribution to the development of the contemporary world. Upon completion, students should be able to demonstrate the biblical keys and identify and explain the material culture and historical resources that enable the identification of the Lost Ten Tribes of Israel, the tracing of their migrations, and their place in biblical prophecy.

Instructional objectives

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

1. Discuss the impact of the Israelites on western civilization and the world;
2. Understand and explain critical events in the known history of the Israelite people;
3. Explain biblical prophecies that foretell the future of Israelite nations;
4. Identify modern Israelite nations in the light of history and Bible prophecies;
5. Discuss evidence for and criticism against the identity of modern Israelite nations—especially the so-called “Lost Ten Tribes;” and
6. State the definition of basic terms.

Your instructor

The instructor for this class is Dr. Douglas Winnail. Dr. Winnail has over 25 years teaching experience in college and university classrooms and has served more than 30 years in the ministry as a church pastor, Regional Pastor, and Regional Director in the UK, Europe and Africa. While living in Ireland and England, he was able to visit and explore many of the historical sites that will be mentioned in this class. During the past 40 years, Dr. Winnail has written and lectured on the subject of Israelite history and migrations, and the relevance of Bible prophecies to Israelite nations. While currently serving as the Director of Church Administration and a faculty member of Living University, Dr. Winnail has continued to explore the subject of Israelite history and its relationship to Bible prophecies.



The Stone of Scone

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 be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please inform your instructor using the email feature in the Populi system (on the course “Info” tab, click on your instructor’s name, and then on “Send Email”).

Technology access

This course requires that a student have Web access and an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. If you do not already have it, you may download the free Adobe Acrobat reader at <http://www.adobe.com/products/acrobat/readstep2.html> , which you may then install and use to access PDF documents on this site.

Course evaluation

We welcome your input for improving this course. Making suggestions to us by email 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 you will have the opportunity of assessing the course. We want to make distance learning courses as effective as we can. We may also ask some other questions concerning your experience in distance learning to help us improve our program. We appreciate your letting us know how we can improve our products and services for you and other distance learners.

Textbooks

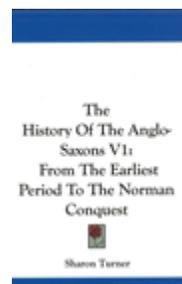
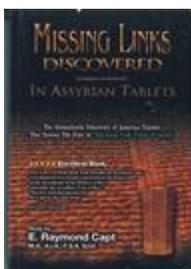
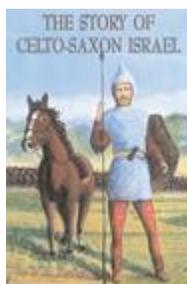
Required Textbooks

The Bible – preferably the New King James Version

Bennett, W. H. *The Story of Celto-Saxon Israel*. Heber Springs, AR: The Covenant Publishing Company of North America, 2002. (ISBN 0818702907).

Capt, E. Raymond. *Missing Links Discovered in Assyrian Tablets*. 13th ed. Muskogee, OK: Artisan Publishers, 2010. (ISBN 0934666156).

Ogwyn, John H. *The United States and Great Britain in Prophecy*. USA: Living Church of God, 2008.



Recommended Reading

Parfitt, Tudor. *The Lost Tribes of Israel: The History of a Myth*. Phoenix, AZ: Phoenix, 2003. (ISBN 1842126652).

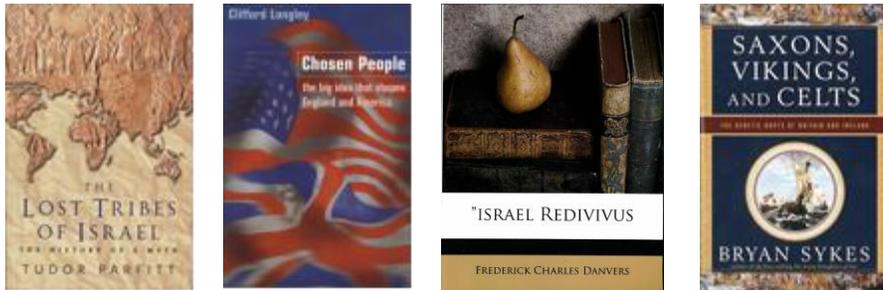
Longley, Clifford. *The Chosen People: The Big Idea that Shapes England and America*. UK: Hodder & Stoughton, 2003. (ISBN 9780340786574).

Danvers, Frederick Charles. *Israel Redivivus*. Charleston, SC: Nabu Press, 2011. (ISBN 1173909966).

Turner, Sharon. *The History of the Anglo-Saxons*. Charleston, SC: Nabu Press, 2010. (ISBN 1143716671).

Sykes, B. *Saxons, Vikings and Celts: Genetic Roots of Britain and Ireland*. New York City: W.W. Norton & Company, 2007. (ISBN 9780393330755).

Entine, Jon. *Abraham's Children: Race, Identity, and the DNA of the Chosen People*. New York City: Grand Central Publishing, 2007. (ISBN 0446580635).



Attendance in This Course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary, whether in an online course or in an on-campus course, for students to derive maximum benefit from a course and to maintain a satisfactory academic record. Students should confer with their instructors before anticipated absences or immediately after unavoidable absences. Assigned work must be made up at the discretion of the instructor. Ultimately, each student bears the responsibility to be aware of, and to comply with, attendance and punctuality requirements.

Students who fall behind in an online course and have not completed twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before "Last day to withdraw from a course" as set forth in the Academic Calendar, will receive a grade of "W" for it. After that date, the grade will be a "WF" and counted in a student's GPA.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a

punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar's Office in writing. Please note the following:

- If a student drops a course on or before the "Last day to withdraw from a course without a grade penalty" as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a "W" is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of "W" if passing (not computed in GPA) or "WF" if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of "WF."
- Students who completely withdraw from the University at any time during the semester may be given a grade of "W" on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of "W" or "WF" for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of "W" for the course.

Icebreaker assignment

To officially begin this course you must complete an icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the course Discussion Forum. A student can earn 30 points by posting the Icebreaker assignment on time.

- The icebreaker assignment must be submitted not later than the eighth day of class.
- Post your biography as a reply to the "Icebreaker" topic on the "Welcome and Overview" lesson Discussion Forum.
- Please read and comment on at least two other bios by the due date in order to get credit.
- Full credit for this assignment will only be given if all three of the above requirements are met.

Do NOT create a NEW discussion. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details of your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course, each autobiography will help us know, understand and appreciate each other.

Course requirements and grades

Due dates and extensions

Specific assignments and due dates are set forth in each published lesson. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Reading assignments

Reading assignments are integrated into the individual lesson webpages of the course in the Populi system.

Lectures

This course includes lectures by faculty and guests. Links to lectures will be placed on lesson Web pages.

Forum questions & comments

Each student will have the opportunity to post on-line comments to a Forum Question for Lessons 1-9. This will enable students to interact with each other and with the instructor. Besides making your own post, you are also required to “Reply” to at least two other students’ comments in order to receive full points.

Quizzes and examinations

Each lesson will have an associated online Drill and Practice Quiz covering viewing, reading and writing assignments. Quizzes range from 10 to 20 questions; they are closed book and there is no time limit. A quiz should help you master the material in the assignment. It also provides you with practice in taking tests. The three exams will draw material from the quizzes. It is important for you to understand and commit the quiz material to memory. Exams are timed, proctored, closed book to be taken online.

Writing assignments

Each lesson will include Writing Assignments that involves writing out certain verses, defining key terms, and explaining important scriptural passages. To turn in writing assignments, click on the Assignments tab and then click on the assignment you want to turn in. On the Assignment Submission page, use the “Attach a File” feature located below the textbox to upload your WORD document. DO NOT PLACE YOUR ASSIGNMENT IN THE TEXTBOX, as this box is meant for student/instructor communication purposes only.

Research paper

This is a three to five page research paper on a subject of your choice relating to material from the class. Be sure to cite at least six references from various sources. It should be in the [MLA style](#) and your sources should be properly credited both [within the paper](#) and in your [bibliography](#). Guidelines for these are linked here and also available on the “Info” tab. This paper is due by the end of the semester and is worth 100 points.

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 three 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 lesson 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. To submit a question just click on the instructor's name on the course "Info" page and send your question by email through the Populi system.

Always keep a copy of your work for this course.

Terms and phrases

Each lesson includes a set of terms and phrases for you to learn. This exercise is to help you develop and expand your biblical and theological vocabulary as you proceed through the nine lessons and to help you focus on the context of the content you are reading. Examinations will specifically test your mastery of the basic terminology of this course. Many students find looking over vocabulary words just as they go to bed at night and as they arise in the morning helps commit them to memory. Be sure to review your definitions before an examination.

For some terms and phrases, we have given a scriptural link. We selected the NKJV, the New King James Version, as our default for scriptural text. When alternate versions appear we provide the appropriate link, as NASB, KJV, RSV, NIV, and the like.

Grading

Your course grade will be determined based on the number of points you have earned over the semester as follows:

Autobiography (Icebreaker discussion assignment, 30 points)

Drill and Practice Quizzes (nine, each worth 20 points for a total of 180 points) [online, closed book]

Writing Assignments (nine, each worth 30 points for a total of 270 points)

Forum Questions (nine, each worth 10 points for a total of 90 points)

Research Paper (100 points)

Exams (three, each worth 100 points, for a total of 300 points) [online, proctored, closed book and closed-notes]

Course Evaluation (30 points)

Total = 1000 points

By getting your autobiography posted on time you can earn 30 points. These points could make the difference between an A or a B, or passing or not passing.

Grades are assigned in the traditional American style of an A, B, C, D, or F. In distance learning we believe that mastery of the subject matter is achieved when a student can demonstrate that they have achieved 80% of the objectives for a course. That means that we want you to earn at least 800 points in this course. If you do not do so then you have not developed the mastery we would like you 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 don't know what that means, don't worry about it). Also, don't go on a guilt trip if you get a C; that is an honorable grade, but if you receive a D or below, then you might want to retake the course. Mastery of the material is what your goal should be.

Grades are assigned by points as follows:

A 900-1000 points

B 800-899 points

C 700-799 points

D 600-699 points

F Below 600 points

Proctored exams

Three online proctored exams are required in this course. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process.

The proctoring process helps assure that the student who takes a proctored examination in a course is the same person who enrolled in the course and that examination results reflect the student's own knowledge and competence.

Students should present valid government-issued photo identification to their proctor before taking an exam to confirm their identity unless the proctor personally knows the student being tested. In order for a proctored exam grade to be recorded, a signed Proctor's Signature Form (PSF) must be sent to LU. (The form is unnecessary in the case of ProctorU since they provide us with a report.) No graded proctored exam will be returned to the student or to the exam proctor.

At LU students have several choices for completing proctored exams:

- A student can come to campus for an exam. The instructor will establish a specific campus classroom, date and time for the student to come to LU and complete the exam with the instructor or his or her representative.
- A student can utilize a Living Church of God church officer (i.e. elder, deacon, deaconess, adult/youth leader, etc.)
- A student can use ProctorU online. ProctorU is a service that LU faculty may utilize for proctoring online exams. ProctorU allows students to conveniently and securely complete assigned exams using almost any webcam. With a computer and approved webcam, a student can take online exams at home, at work, or almost anywhere they have Internet access. ProctorU connects students directly to their proctor via web cam so they can both see and talk to one another. ProctorU can also monitor a student's computer while the student completes the exam. Students pay ProctorU directly for this service. To view a demo video on how this service works, or to sign up and schedule testing appointments, the Living University portal is located at www.proctoru.com/portal/livinguniv. For ProctorU, no Proctor's Signature Form (PSF) is needed.
- A student can use a college or university testing center. There is usually a fee for this service.
- A student can have an approved proctor. This may be a school official, such as a teacher or registrar, or a librarian who is not related to the student.
- In a case of an unusual hardship, a student may request an alternate arrangement. To do so please contact Mrs. Michelle Broussard (Assistant Registrar) at 704-708-2294.

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 or examinations, completely or in part, 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

All reading and viewing assignments are set forth in the lessons on the course website. Other readings are found in the lessons.

Lesson 1 Significance of the Israelites & the Lost Ten Tribes

Topic 1 – A Biblical Perspective on History

Topic 2 – Israelites & Jews

Topic 3 – How the Israelites Changed the World

Lesson 2 Israelites in History – Key Events & Critical Issues

Topic 1 – Origin & Mission of Israelites, Covenant & Birthright Blessings

Topic 2 – The Exodus, Kingdom Divides, The Captivities, Lost Ten Tribes

Topic 3 – Jesus & Apostles, Jewish Diaspora, Jews & Israelis vs. Israelites

Lesson 3 History of an Idea – The Lost Ten Tribes

Topic 1 – Origin of the Idea, Proponents, Impact of the Idea

Topic 2 – Critics and Criticism of the Idea

Topic 3 – Consequences of the Controversy

Lesson 4 – Identifying the Israelites

Topic 1 – Keys in the Covenant Promises to Israel

Topic 2 – Identifying the Tribes of Israel

Exam 1 (Lessons 1-4)

Lesson 5 – Historical & Archeological Evidence

Topic 1 – Megaliths, Migrations and Voyages

Topic 2 – Historical Markers Along the Way

Topic 3 – Links to the Western Isles

Topic 4 – Links to the East – Parthia, Bactria, China

Lesson 6 Anthropological Evidence

Topic 1 – Place names

Topic 2 – Plaids, Pipes and Harps

Topic 3 – Heraldry

Lesson 7 Anthropological Evidence – Legends

Topic 1 – Troy, Brutus, Milesians

Topic 2 – Jeremiah and Daughters of a King

Topic 3 – Stone of Scone

Topic 4 – Jesus & Joseph of Arimathea

Exam 2 (Lessons 5-7)

Lesson 8 Genetic Evidence

Topic 1 – Saxons, Vikings and Celts – Genes & Migration Routes

Topic 2 – Lactose Tolerance

Topic 3 – Blood Types

Topic 4 – The Cohen Gene and Other Evidence

Lesson 9 – The Prophetic Significance of Israel

Topic 1 – The Covenant and The Chosen People

Topic 2 – Roles and Responsibilities of Modern Israelites

Topic 3 – Prophetic Implications for Modern Israelites

Exam 3 (Final - Lessons 1- 9)

Course Evaluation