

Course Prospectus

For THL 473 Archaeology and the Old Testament

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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 gain a perception of the events depicted in the Bible and thereby develop a fuller understanding of the biblical record and the lifeways of biblical peoples. In this approach, a generally accepted one in biblical archaeological research, the disciplines of history and archaeology complement each other. Nevertheless, theology and linguistics also provide important insights into the underlying beliefs of the biblical writers. Through biblical archaeology one can reconstruct the lifeways of biblical peoples and learn of the cultural change (cultural process) of civilizations in the Bible lands.

As a basic course in biblical archaeology at Living University, its concentration is on the Levant (a geographical region, lying between cultures in Egypt and Mesopotamia, which includes Israel, Jordan, Lebanon, the Palestinian Territory, and the western half of Syria) and the archaeology of the Hebrew Scriptures.

Historical records, such as the Hebrew Scriptures (our Old Testament), serve as indispensable sources for understanding the cultural history of the biblical period. By means of the science of archaeology a fuller understanding of the biblical record and its underlying theology can result. Through historical sources the findings of biblical archaeologists can be better understood.



The excavations at Hazor. The biblical city of Hazor was a site of Canaanite and Israelite settlement. Known as Tell el-Qedah in Arabic, Hazor is the largest biblical era site in Israel. Amnon Ben-Tor, director of the Hazor Excavations in honor of Yigael Yadin, points out a feature in Area A to students during lecture at Tel Hazor

Course description

This course deals with the archaeology of the Bible Lands from the fourth millennium BCE 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. Describe the geographical setting of the Levant;
2. Cite and explain the highlights of the major archaeological periods in the Levant during the Old Testament and Intertestamental periods;
3. Explain in general terms the field of biblical archaeology, its major means and ends, and the leading issues in biblical archaeological research;
4. Cite and describe the significance of the major Levantine archeological sites with emphasis upon those located in Israel;
5. Explain how archaeological research of biblical lands can illuminate parts of the biblical text in both the Hebrew Scriptures and the New Testament;
6. 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; and
7. Define archaeological, architectural, and geographical terms related to their respective disciplines.

Your Instructor

The instructor of record for this course is Dr. Michael P. Germano. To contact him on course details and issues please use the email feature in the e-learning system (Populi) or mgermano@livinguniv.com. His telephone number is 704-708-2291.

Dr. Germano held responsibilities in Ambassador University's involvement in archaeological excavations at the south Temple Mount directed by Benjamin Mazar, the Umm el-Jimal Project directed by Bert de Vries, the Mozan Expedition directed by Giorgio Buccellati and Marilyn Kelly-Buccellati, and the Hazor Excavations in memory of Yigael Yadin directed by Amnon Ben-Tor. His research focus has been on early church history and archaeology.

Based on his research in Jerusalem he presented a paper "The Ancient Church of the Apostles: Revisiting Jerusalem's Cenacle and David's Tomb" to the Near Eastern Archaeological Society (NEAS) and has a book in preparation detailing the history of the first era of the Church (31-135 CE) entitled *The First Christians: History, Myths and Traditions of the Apostolic Church*.



Ordained in 1983, Dr. Germano is an elder in the Living Church of God and serves as President of Living University.

Course Protocols

Technology access

This course requires web access. You also have to have 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 the course website.

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 by email (on the course Info webpage, click on the instructor's name and then select "Send Email").

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 for students to derive maximum benefit from a course and to maintain a satisfactory academic record, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10: "Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go."

Please be aware that all students who fall behind in an online course and do not complete 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 University 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. Moreover, an instructor may

drop a student from a course whenever the instructor concludes that a student's class attendance or punctuality endangers the student's success or places other students at risk.

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.

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 lesson by lesson.
- As students view lectures, they should complete their notes.
- Complete the answers for the writing assignment and the lesson discussion forum question.
- 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 webpage and send your question by email through the Populi system.

Textbooks

Textbooks and supplementary books for this course are listed below. Students may order these through the University Bookstore which is located on our main website. Living University is a participant in the Amazon Services LLC Associates Program, an affiliate advertising program designed to provide a means for sites to earn advertising fees by advertising and linking to amazon.com. Students may, of course, purchase

their books from any vendor of their choice. 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.

Required textbooks

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

Hoerth, Alfred and John McRay. *Bible Archaeology: An Exploration of the History and Culture of Early Civilizations*. Grand Rapids: Baker Books, 2005.

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

Optional books

Beck, John A., David G. Hansen, and James C. Martin. *A Visual Guide to Bible Events: Fascinating Insights Into Where They Happened and Why*. Grand Rapids, MI: Baker Books, 2009.

Easley, Kendell. *The Illustrated Guide to Biblical History*. Nashville, TN: Holman Reference, 2003.

Harrison, R. K. *Old Testament Times: A Social, Political, and Cultural Context*. Grand Rapids, MI: Baker Books, 2005.

Hoerth, Alfred J. *Peoples of the Old Testament World*. Eds. Alfred J. and Gerald L. Mattingly, and Edwin M. Yamauchi. Grand Rapids, MI: The Lutherworth Press/Baker Books, 2002.

Walton, John H. *A Survey of the Old Testament Laminated Sheet* (Zondervan Get an A! Study Guides). Grand Rapids, MI: Zondervan, 2007

Course Requirements

Due dates and extensions

Submit all assignments on or before the due dates. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Icebreaker assignment

Students must complete an Icebreaker assignment. For full credit you will need to post at least three comments consisting of your short autobiography and two comments on the autobiographies of other students. The icebreaker assignment is due by the eighth day of the semester. The purposes of this icebreaker assignment are for you to introduce yourself to your classmates, to verify your enrollment in this course, and to promote student interaction. 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. This assignment is worth **30 points**.

Reading assignments

Finalized reading assignments are located on the lessons pages at the course website.

Writing assignments

Any writing assignments in this course should follow the MLA style as set forth in *Writing Research Papers: A Complete Guide* (14th edition) by Lester & Lester. Please cite your sources and use quotation marks where needed. The Files feature on an Assignment Submission page lets you submit your work so your instructor can have it handy for download, review, and grading. 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 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. **Always keep a copy of your work for this course.**

Viewing assignments

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

Quizzes and examinations

Each of the 8 lessons has an associated online quiz of not more than 25 questions. They are closed book quizzes. Under no circumstances are students to print a quiz. Students have 60 minutes to complete each quiz. Quizzes are objective tests which may include true/false, matching, multiple-choice questions covering lectures, readings, vocabulary words and any discussion topics.

There are two closed book exams of 50 objective questions each. **These are proctored examinations** which are to be taken online. 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 for all involved. In order for a proctored exam grade to be recorded, a signed Proctor's Signature Form (PSF) must sent to LU.

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. This assignment is worth **30 points**.

Grading

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

- Icebreaker Assignment (30 points)
- Writing Assignments (eight, each worth 40 points for a total of 320 points)
- Quizzes (eight, each worth 50 points, for a total of 400 points; online, closed book)
- Exams (two, each worth 100 points, for a total of 200 points; **proctored**, online, closed book)
- "What I Learned" Essay (20 points)
- Course Evaluation (30 points)
- TOTAL 1000 points

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. 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 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 Outline

Welcome and Overview

Icebreaker (30 points)

Lesson 1 Beginnings

Writing Assignment 1 (40 points)

Quiz 1 (50 points)

Lesson 2 Mesopotamia

Writing Assignment 2 (40 points)

Quiz 2 (50 points)

Lesson 3 Canaan and Ancient Egypt

Writing Assignment 3 (40 points)

Quiz 3 (50 points)

Lesson 4 Slavery, Exodus and Wilderness

Writing Assignment 4 (40 points)

Quiz 4 (50 points)

EXAM 1 Covering Lessons 1-4 (100 points) [PROCTORED]

Lesson 5 Conquest, Judges, Kingship

Writing Assignment 5 (40 points)

Quiz 5 (50 points)

Lesson 6 United Monarchy and Divided Monarchy

Writing Assignment 6 (40 points)

Quiz 6 (50 points)

Lesson 7 Exile and Post-Exilic Period

Writing Assignment 7 (40 points)

Quiz 7 (50 points)

Lesson 8 Intertestamental Period

Writing Assignment 8 (40 points)

Quiz 8 (50 points)

What I Learned Essay (20 points)

Course Evaluation (30 points)

EXAM 2 Covering Lessons 5-8 (100 points) [PROCTORED]