

COURSE SYLLABUS
STUDIES IN THEOLOGY AND HISTORY:
ARCHAEOLOGY AND THE BIBLE
THEO-349

PLACE: St. Louis University, Madrid Campus

TIME: Spring 2012, TR 11:00-12:15

CURRICULUM: 3 credits. Fulfills theology core requirement for A&S; fulfills cultural diversity core requirement for A&S and Engineering

PREREQUISITE: THEO-100 and one 200-level theology course

PROFESSOR: Dr. Carolina A. Aznar. E-mail: caznarsa@slu.edu (please write: "Arch. and the Bible" as subject title)

OFFICE HOURS: T 12:30-13:30; W 16:00-17:00; R 12:30-13:30, 16:00-19:00 in Dr. Aznar's office at Loyola Hall, second floor

COURSE DESCRIPTION

An examination of the historical and cultural context of the Old Testament/Hebrew Bible through the archaeological evidence found in the Southern Levant. Special attention is given to evidence related to worship and religious beliefs.

LEARNING OUTCOMES

By the end of the semester students will know how archaeology can help them understand the historical and cultural background of the biblical texts better, while becoming aware of both the contributions and limitations of the archaeological discipline. They will know the most important archaeological discoveries related to the history of ancient Israel, especially those related to the religion of ancient Israel. They will be familiar with the latest scholarship on the topics covered in class.

SKILL ACQUISITIONS

By the end of the semester students will be able to do good, creative research on an archaeological topic related to ancient Israel and to present the results of their research both orally and in writing. They will be able to read scholarly articles critically. They will understand the importance of protecting all cultural heritages and of detecting and criticizing the manipulation of archaeological evidence for ideological goals. In addition, they will have become aware of the richness and challenges of working together with class members from different cultural backgrounds by preparing group presentations.

REQUIRED BOOKS

Ben-Tor, Amnon (ed.) *The Archaeology of Ancient Israel* (New Haven: Yale University Press: 1992) (= AAI).

A reference Bible. For study purposes I recommend *The New Oxford Annotated Bible with the Apocrypha*, but any translation is fine.

BOOKS FROM WHICH READINGS HAVE BEEN SELECTED

Coogan, Michael D. *The Old Testament. A Historical and Literary Introduction to the Hebrew Scriptures*. (Oxford, Oxford University Press: 2006).

Coogan, Michael D. (ed.) *The Oxford History of the Biblical World*. (Oxford, Oxford University Press: 1998).

Currid, John D. *Ancient Egypt and the Old Testament*. (Grand Rapids, Baker Books: 1997).

Freund, Richard A. *Digging through the Bible. Modern Archaeology and the Ancient Bible* (New York, Rowman & Littlefield Publishers: 2009).

Killebrew, Ann E. *Biblical Peoples and Ethnicity. An Archaeological Study of Egyptians, Canaanites, Philistines, and Early Israel, 1300-1100 B.C.E.* (Atlanta, Society of Biblical Literature: 2005).

King, Philip J. and Lawrence E. Stager. *Life in Biblical Israel*. (Louisville, Westminster John Knox Press: 2001).

Levy, Thomas E. *The Archaeology of Society in the Holy Land*. (New York, Facts on File: 1995).

Rainey, Anson F. and R. Steven Notley. *The Sacred Bridge*. (Jerusalem, Carta: 2006).

Renfrew, Colin and Paul Bahn. *Archaeology: Theories, Methods, and Practice*. (New York: Thames and Hudson: 2000).

Sagona, Claudia (ed.) *Beyond the Homeland: Markers in Phoenician Chronology. Ancient Near Eastern Studies Supplement 28* (Leuven, Peeters: 2008).

Schuller, Eileen. *The Dead Sea Scrolls. What Have We learnt 50 Years On?* (Louisville, Westminster: 2006).

Zevit, Ziony. *The Religions of Ancient Israel. A Synthesis of Parallaxic Approaches*. (New York, Continuum: 2001).

In addition, students are encouraged to consult the following references (in the library):

Aharoni, Yohanan, Michael Avi-Yonah, Anson F. Rainey, and Ze'ev Safrai. *The MacMillan Bible Atlas*, 3rd ed. (New York, MacMillan: 1993).

Barton, John. *Reading the Old Testament. Method in Biblical Study*. (Louisville, Kentucky, Westminster John Knox Press: 1996).

Finkelstein, Israel and Neil Asher Silberman. *The Bible Unearthed: Archaeology's New Vision of Ancient Israel and the Origin of its Sacred Texts* (New York: Shimon and Schuster: 2002).

Friedman, David Noel (ed.) *The Anchor Bible Dictionary* (New York, Doubleday: 1992)

Friedman, Richard Elliott. *Who Wrote the Bible?* (San Francisco, HarperSanFrancisco: 1997)

Keel, Othmar and Christoph Uehlinger. *Gods, Goddesses and Images of God in Ancient Israel* (Minneapolis, Fortress Press: 1996).

Liverani, Mario. *Israel's History and the History of Israel*. (London, Equinox: 2005).

Mazar, Amihai. *Archaeology of the Land of the Bible, 10,000-586 B.C.E.* (New York, Doubleday: 1990).

Sasson, Jack M. (ed.). *Civilizations of the Ancient Near East*. 2 vols. (Peabody, Massachusetts: Hendrickson Publishers: 2000)

EVALUATION PROCEDURES

The final grade will be based on the following percentages:

Class participation:	10%
Mid-term exam:	20%
Ten- to twelve-page research paper:	30%
Oral presentation and discussion of research results (group work):	10%
Final exam:	30%

1. **Class participation** is a part of the final grade. It includes doing the assigned readings, being able to present and discuss them, answering the questions posed by the professor in class, and asking and discussing content-related questions when appropriate. Students are expected to do the assigned readings for any given day *in preparation for* (that is, *before*) the class of that day so they can discuss them in class. Please note: each student needs to bring his/her own Bible to class every class day.

2. Students will take a **mid-term exam** on February 21 and a **final exam** on May 9.

3. Students will devote a large part of the semester to working on a research topic related to archaeology and the Bible from five possible topics the instructor will select. They will write a **ten- to twelve-page paper** on it. The paper will be done according to the guidelines the instructor will provide in class. For this paper each student will visit with the instructor in her office during the office hours of January 24-26. Each student will submit an abstract, an outline and a short bibliography of the paper at the beginning of class on February 2 and a draft at the beginning of class on March 8. The instructor will provide feedback on both. None of this will be graded, but not coming to speak with the Professor on the week of January 24-26, not submitting the abstract, the outline and the bibliography or the paper draft at all or submitting them late will be penalized. The final version of the paper will be due at the beginning of class on April 10.

4. Students will present the results of their research by means of a **group oral Powerpoint-based presentation**, so they have a chance to discuss the results of their research with the professor and their peers. The groups will be organized according to the topics researched.

5. All students will **complete the on-line course evaluation** at the end of the semester.

All written assignments must be submitted double-spaced, page-numbered, typed and printed. They must be submitted in class. **E-mail submission of assignments is not acceptable** and does not count towards the grade (i.e. an e-mailed assignment counts as not submitted) unless the instructor sends the student an e-mail explicitly saying he/she can e-mail his/her assignment. In the assignments, bibliography and attachments will be placed at the end and will not count towards the page account. Cover pages are not needed.

All due assignments must be submitted at the beginning of the class on the due date. Submitting an assignment at the end of the class of the due date will count as submitting it late and therefore will be penalized as such. **If for any reason a student could not submit his/her assignment on time or make it to the final exam, he/she should contact the instructor BEFORE the due date** to discuss what the options are (the only exception to this are justified medical emergencies).

The visit to the Egyptian Temple of Debod (February 11) is compulsory. If a student fails to come with the group to the visit (medical emergencies excepted), his/her participation grade will be decreased.

All students in this class have a slu e-mail account (i.e. an e-mail address ending in

slu.edu)— both their Banner and SLU-Global accounts are linked to it. Therefore, all e-mail communications between the instructor and the students will be take place by using the slu email system. **It is each student's responsibility to get to know his/her slu e-mail address, to check it works on the first day of class (R Jan. 12), to check it regularly (or to have the mail from this address forwarded to a preferred account which is checked regularly), and to speak with the people at the Registrar's Office (in Padre Arrupe Hall) if there is any problem with it.**

For bibliography for the assignments, please **make sure you check the SLU book catalogue** (at <http://spain.slu.edu/academics/library/index.html>) **as well as the ATLA, JSTOR and WorldCat (FirstSearch) databases** (at <http://libraries.slu.edu/databases/databases.php#dbname>). To use the latter, you will need your SLU-Madrid login and password. If you do not know or have them yet, go to the Registrar's Office at Padre Arrupe Hall and ask for them there.

Keep in mind that many of the articles and books found in the ATLA and WorldCat (FirstSearch) Database may be retrieved in Madrid at the libraries of the Universidad Complutense, Universidad Autónoma, Universidad Pontificia de Comillas, Instituto Arqueológico Alemán, and/or the Consejo Superior de Investigaciones Científicas. But for saving time, look for bibliographic resources on the internet first.

You can also find useful articles at *Bible Review* and *Biblical Archaeology Review* and *Archaeology Odissey* (<http://www.basarchive.org>). These are not scholarly journals but popular magazines. However, the authors who write in them are scholars and many of the articles are summarized versions of similar, more detailed articles in scholarly journals. So you can use their articles, especially if you do not have access to the scholarly journal where the original version is published.

CLASS ATTENDANCE AND PENALTIES

Repeated unjustified absences will decrease the final grade—one full letter of the participation grade will be decreased for each three unjustified absences (e.g. from B to C).

Being late and/or lacking knowledge of the assigned readings for any given day and/or not bringing the Bible to class will also decrease the final grade as it will prevent the student from participating in class—one third of the participation grade letter will be decreased for each two days in which any of these situations takes place (e.g. from B- to C+).

Missing the class at the Egyptian Temple of Debod will decrease the participation grade—one full letter of the grade will be decreased.

Submitting the paper late will decrease the paper grade—one third of the due assignment letter for each day of delay in submitting it. After a week, no late submissions will be accepted and the assignment will be graded as 0 (=F).

Submitting an assignment in the middle of or at the end of the class when it is due will count as submitting it late and therefore will be penalized as such—one third of the assignment letter will be decreased.

Not visiting with the instructor to speak about the paper on Jan. 24-26; not submitting the paper abstract, outline and short bibliography at all; and/or not submitting the paper draft at all will decrease the paper grade—one full letter of the paper grade for each of these. Although nor the abstract-outline-bibliography or the draft are graded (only the final paper is), submitting the

abstract-outline-bibliography or the draft late will decrease the paper grade—one third of the paper letter for each day of delay in submitting any of them.

Missing class in presentation days will be particularly penalized—one full letter of the participation grade will be decreased for each presentation day missed.

Students who missed the introduction on the first day of class (Jan. 12) must stay after class on R Jan. 26 for fifteen minutes. Not doing so will decrease the class participation grade—one third of the participation grade will be decreased.

GRADING SCALE

The grading scale is as follows:

93-100	= A	- Excellent understanding of subject matter and mastery of the skills of the course
90-92	= A-	
87-89	= B+	
83-86	= B	- Good understanding of the subject matter and deployment of the skills of the course
80-82	= B-	
76-79	= C+	
71-75	= C	- Minimally satisfactory understanding of the subject matter and deployment of the skills of the course
68-70	= C-	
60-67	= D	- Less than satisfactory understanding of the subject matter or less than satisfactory deployment of the skills of the course
0 -59	= F	- Basic failure in understanding of the subject matter or basic inability to deploy the skills of the course

The following are general principles concerning grading standards and criteria at SLU:

A range = *Superior, exceptional, outstanding* with evidence of critical, informed, and creative inquiry that deepens their understanding of essential concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.

B range = *Good*, ready command of full range of concepts and shows some critical, informed, and creative inquiry that deepens their understanding of essential concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.

C range = *Acceptable*, satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.

D range = *Below normal expectation*. Reasoning is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F = *Unsatisfactory*. The student failed to respond to the assignment: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) plagiarism or cheating involved.

ACADEMIC ACCOMODATIONS

Any student who qualifies for special accommodations, due to presence of a disability, and feels it necessary to utilize them in order to meet the requirements of this course as outlined in the syllabus, should contact Counseling/Disability Services. Please phone the office at 91 554 5858 (ext. 230), or send an e-mail to disabilityservices-madrid@slu.edu. Students may also stop by the Counseling/Disability Services Office. Confidentiality will be observed in all inquiries.

If you need special accommodations for class and/or to take exams (such as left-hand writing chairs), please let the instructor know during the first week of class and (again) one week before the exam so the instructor can plan accordingly.

POLICY ON ACADEMIC HONESTY AT SLU

Please note that, as a student in this course, you are required to adhere to the university's Academic Honesty Policy. Cheating, falsification, and plagiarism are strictly forbidden. Plagiarism is the intentional representation of someone else's thoughts or words as if they were one's own. Any violation of this policy will result in an F for the pertinent academic exercise. A detailed statement of the policy may be found at

http://spain.slu.edu/academics/policies_&_procedures/docs/Academic_integrity.pdf

Definitions

Academic dishonesty includes, but is not limited to, the kinds of misconduct listed below. Such dishonesty may involve written or spoken communications or those conveyed in electronic form.

A. Cheating

Cheating involves the use of unauthorized or unethical assistance to gain an unfair advantage over other students. Instances include the following:

1. Use of unauthorized assistance in taking quizzes or examinations;
2. Use of resources beyond those authorized by the instructor in solving problems or in carrying out other assignments such as writing papers, preparing reports, or giving oral presentations;
3. Acquisition, dissemination, or use of tests or other academic materials belonging to an instructor or a member of the staff without prior approval;
4. Hiring or otherwise engaging someone to impersonate a student in taking a quiz or examination or in fulfilling other academic requirements.

B. Falsification

Falsification involves misrepresentations of fact for academic gain. Instances include the following:

1. Lying to or deceiving an instructor;
2. Fabrication or misrepresentation of the documentation or the data involved in carrying out assignments;
3. Fabrication, misrepresentation, or unauthorized alteration of information in academic records belonging to an instructor or to any academic division or administrative unit within the Madrid Campus.

C. Plagiarism

Plagiarism involves the intentional representation of someone else's thoughts or words as if they were one's own. Instances include the following:

1. Quoting directly from someone else's work without using quotation marks and without giving proper credit to the author;
2. Paraphrasing someone else's ideas, concepts, arguments, observations, or statements without giving proper credit;
3. Submitting as one's own work a paper or other assignment that has been prepared, either wholly or in large part, by another person, group, or commercial firm.

D. Sabotage

Sabotage involves interference with the academic work of another member of the university community or modification, theft, or destruction of intellectual property such as computer files, library materials, or personal books or papers.

E. Collusion

Collusion involves collaboration with another person or persons for the purpose of engaging in, aiding, or abetting acts of academic dishonesty as defined above.

(...)

COURSE TOPICS

I. INTRODUCTION

1. Introduction. What has Archaeology to do with the Bible?
2. Archaeology and the *Longue Durée* of history. Geography of the lands of the Bible.
 - Required reading: Levy and Holl, “Social Change and the Archaeology...”
3. What is the Bible? The study of the history of the biblical text
 - Required reading: Freund: pp. 3-13, Schuller pp. 34-50.
4. The Bible, Archaeology and History
 - Required reading: Coogan (*OT*), Chapter 3
5. Biblical Chronology
 - Required reading: Coogan (*OT*), Chapter 4

II. THE MIDDLE BRONZE AGE (2000-1550 BCE) AND THE LATE BRONZE AGE (1550-1200/1180 BCE)—THE BACKGROUND OF THE NARRATIVES OF THE BIBLICAL PATRIARCHS AND THE EXODUS

6. Amorites, Canaanites, Hyksos, and the Biblical Patriarchs I
 - Required reading: Coogan (*OT*), Chapter 5
7. Amorites, Canaanites, Hyksos, and the Biblical Patriarchs II
 - Required reading: *AAI*, Chapter 6
8. The Exodus (I)
 - Required reading: Redmount, “Bitter Lives...”
9. The Exodus (II)
 - Required reading: Currid, Chapter 2
10. Who Were the Israelites? The Conquest of Canaan
 - Required reading: *AAI*, Chapter 8: pp. 280-286
11. Who Were the Israelites? Theories on the emergence of Israel
 - Required reading: Killebrew, Chapter 4
 - Required reading: *AAI*, Chapter 8: pp. 258-262, 286-296

12. Midterm Exam

III. THE IRON AGE I (ca. 1200-1000 BCE)—THE BACKGROUND OF THE NARRATIVES ABOUT THE JUDGES

13. Patrimonial Authority and Israelite Society
 - Required reading: Stager, “The Archaeology of the Family...”
 - Required reading: King and Stager, Chapter 1
14. Archaeology and Ethnicity: The Israelites and the Philistines
 - Required reading: Stager, “The Impact of the Sea Peoples...”
15. Archaeology and Ethnicity: The Philistines and other peoples in the Levant
 - Required reading: *AAI*, Chapter 8: pp. 296-301

IV. THE IRON AGE IIA (10th-9th Cent. BCE)—THE BACKGROUND OF THE “UNITED MONARCHY” AND THE BEGINNING OF THE “DIVIDED MONARCHY”

16. Dating in Archaeology
 - Required reading: Renfrew and Bahn, Chapter 4
 - Required reading: *AAI*, Chapter 9: pp. 302-309
17. The “United Monarchy,” a myth? The Conventional Chronology and the Low Chronology
 - Required reading: Finkelstein, “The Archaeology of the United Monarchy...”
 - Required reading: Gilboa et. al. in Sagona (ed.), “Tel Dor and the Chronology of Phoenician...”, pp. 113-134.

18. The “United Monarchy,” a myth? The emergence of states in the Southern Levant
 - Required reading: Renfrew and Bahn’s Chapter 5
 - Required reading: Master, “State Formation Theory...”
19. The Temple of Jerusalem. Visit to the Egyptian Temple of Debod
 - Required reading: Stager, “Jerusalem and the Garden of Eden”
 - Required reading: Zevit’s *The Religions of Ancient Israel*, pp. 81-122
20. Funerary Practices
 - Required reading: *AAI*, Chapters 8 (pp. 279) and 9 (pp. 359-360)
 - Required reading: King and Stager
21. The 9th Cent. BCE. The Arameans
 - Required reading: *AAI*, Chapter 9: pp. 310-327
 - Required reading: Stager, “Shemer’s Estate”

V. THE IRON AGE IIB (8TH Cent. BCE)—THE BACKGROUND OF THE “DIVIDED MONARCHY” AND THE ASSYRIAN CONQUESTS

22. The 8th Cent. BCE and the Assyrian invasions
 - Required reading: *AAI*, Chapter 9: pp. 327-335, 338-344
 - Required reading: Stager, “Finest Oil in Samaria...”
23. The economic role of the Phoenicians
 - Required reading: Holladay, “The Kingdoms of Israel and Judah...”
 - Required reading: *AAI*, Chapter 9: pp. 335-338
24. The end of the 8th Cent. BCE: Sennacherib and Hezekiah
 - Required reading: *AAI*, Chapter 9: pp. 344-354, 366-369
 - Required reading: Singer-Avitz

VI. THE IRON AGE IIC (7th Cent.-586 BCE)—THE BACKGROUND OF THE END OF THE KINGDOM OF JUDAH AND THE BABYLONIAN CONQUEST

25. The 7th Cent. BCE: Judah and the neighboring lands.
 - Required reading: *AAI*, Chapter 9: pp. 355-361, 363-364, 369-372
26. The destruction by the Babylonians (604 BCE, 586 BCE)
 - Required reading: *AAI*, Chapter 9: 372-373
 - Required reading: Stager, “Ashkelon and the Archaeology of Destruction...”

VII. PRESENTATION AND DISCUSSION OF RESEARCH PROJECTS

- 27-28. Presentation and discussion of research projects. Synthesis.

29. Final Exam.

COURSE GENERAL SCHEDULE*

- Week 1: - R Jan. 12
- Week 2: - T Jan. 17
- R Jan. 19
- Week 3: - **M-R Jan. 24-26: Every student must speak with the instructor during office hours**
- T Jan. 24: Last day to Add/Drop (without “W”)
- R Jan. 26
- Week 4: - T Jan. 31
- **R Feb. 2: Paper abstract, outline, and short bibliography due**
- Week 5: - T Feb. 7
- W Feb. 8: Last day to choose Audit (AU) or Pass/No pass (P/NP) status
- R Feb. 9
- Week 6: - T Feb. 14
- W Feb. 15: Registration begins for Summer Seasons
- R Feb. 16
- Week 7: - **T Feb. 21: Midterm exam**
- R Feb. 23: No class (Winter Break)
- Week 8: - T Feb. 28
- R March 1
- Week 9: - T March 6
- **R March 8: Paper draft due**
- F March 9: Last day to Drop with “W”
- Week 10: - T March 13
- R March 15: No class (moved to F March 16)
- **F March 16: Class at the Egyptian Temple of Debod**
- Week 11: - T March 20
- R March 22
- Week 12: - T March 27
- R March 29
- Week 13: - T April 3: No class (Semana Santa)
- R April 5: No class (Jueves Santo Holiday)
- Week 14: - M April 9: Registration begins for Fall Semester
- **T April 10: Final paper due**
- R April 12
- Week 15: - T April 17
- R April 19
- Week 16: - T April 24
- R April 26
- Week 17: - T May 1: University closed (Día del Trabajo Holiday)
- Week 18: - W May 9: Final Exam (starts at 12:00 pm)

*** The dates in this general schedule will be matched to the topics in the course topic list according to the instructor’s indications**