

**STUDIES IN THEOLOGY AND HISTORY:
ARCHAEOLOGY AND THE BIBLE
THEO-3930 M02**

PLACE: St. Louis University, Madrid Campus

TIME: Fall 2017, MW 14:30-15:45

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

PREREQUISITE: THEO-1000 and one 2000-level theology course

INSTRUCTOR: Dr. Carolina A. Aznar. E-mail: carolinaana.aznar@slu.edu (please write: "Arch. and the Bible" as subject title) Campus Phone: 91 554 58 58, ext. 247

OFFICE HOURS: MW 11:00-13:00, TR 12:30-13:00, 16:00-16:30 in Dr. Aznar's office at SIH, third 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

Knowledge

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
- Students will know the most important archaeological discoveries related to the history of ancient Israel, especially those related to the religion of ancient Israel
- Students will be familiar with the latest scholarship on the topics covered in class

Skills

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
- Students will be able to read scholarly articles critically
- Students will become aware of the importance of protecting all cultural heritages and of detecting and criticizing the manipulation of archaeological evidence for ideological goals,
- Students will appreciate the richness and challenges of working together with class members from different cultural backgrounds by preparing group presentations

Collection of Student Work for University-Wide Assessment

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

REQUIRED BOOKS

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

The sourcebook

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).

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).

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

Hess, Richard S., *Israelite Religions. An Archaeological and Biblical Survey* (Ada, Baker Academic: 2007).

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).

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%
Midterm 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. Active participation includes attending class regularly, doing the readings and/or seeing the videos assigned for each class, being able to present and discuss the assigned readings and/or videos, answering the questions posed by the professor in class, asking and discussing content-related questions when appropriate, and being considerate to one's classmates, which includes not interrupting and/or mocking them, and taking one's fair share of discussion time. As a general guideline, students who participate regularly and actively in a way that shows meaningful engagement with the material may receive a participation grade of A. Students with good attendance but less engaged participation may receive a grade of B. Students who are frequently absent, rarely participate, and/or show inconsiderate behavior, may receive a grade of C, D or F, depending on the case. The instructor takes frequent notes on students' participation, so after two weeks into the semester, you can ask her how you are doing in this respect at any point. Please note: each student needs to bring his/her own Bible to class every class day.

2. Students will devote a large part of the semester to working on a research topic related to archaeology and the Bible from a number of possible topics the instructor will select. Students will write **a ten- to twelve-page paper** on it according to the guidelines the instructor will provide. This paper will be evaluated on the basis of argument logic; presentation and use of biblical, archaeological and iconographic evidence available; use of academic bibliography; presentation of the student's own ideas; use of appropriate maps and illustrations; and quality of the writing. For this paper each student will visit with the instructor in her office during her office hours of Sept. 18-20. Each student will submit an abstract, an outline and a short bibliography of the paper on Sept. 25 and a draft on Oct. 30. 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 Sept. 18-20, 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 on November 27.

3. 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.

4. Students will take a **midterm exam** on Oct. 16 and a **final exam** on Dec. 14. Study guidelines will be provided for each of them.

5. On Oct. 27 (Friday) **class** will take place **at the Temple of Debod** (this class substitutes the class of Nov. 15).

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

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 communication between the instructor and the students will take place by using the slU e-mail 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 (M Sept. 4), 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.**

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 (Oct. 27) is compulsory. If a student could not make it because of a justified reason, he/she will need to submit a make-up assignment. Failing to do so will be penalized.

For bibliography for the assignments, please **make sure you check the SLU book catalogue as well as the ATLA, JSTOR and WorldCat (First Search) databases** (at <http://www.slu.edu/madrid/academics/library>). To use the latter, you will need your SLU-Madrid login and password. If you do not know them, 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 (<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.

ACADEMIC ACCOMODATIONS

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/campus-life/student-services/disability-services>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

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.

POLICY ON ACADEMIC INTEGRITY

Please note that, as a student in this course, you are required to adhere to the university's Academic Integrity 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. A violation of this policy will result in an F for the given assignment or exam where the violation is detected. In addition, the violation will be reported to the chair. In consultation with the professor, the chair will write a report, which will then be sent to the Madrid Campus Committee on Academic Honesty.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Additionally, SLU-Madrid has posted its academic integrity policy online: <https://www.slu.edu/madrid/academics/student-resources/academic-advising/policies-and-procedures#43>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

ELECTRONIC DEVICE POLICY

Laptops, tablets and mobile phones are acceptable for class work. However, the use of these tools for things such as e-mailing, chatting, text messaging and surfing sites not related to the class is not acceptable and will be penalized (see below).

CLASS ATTENDANCE AND PENALTIES

- Repeated unjustified absences: one full letter of the participation grade will be decreased for each three unjustified absences (e.g. from B to C). Please, note that only medical emergencies count as justified absences.
- Being late and/or lacking knowledge of the assigned readings and/or failing to bring the Bible to 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 and not submitting the make-up assignment: one full letter of the grade will be decreased.
- Unauthorized use of mobile phones, tablets or laptops in class: one third of the participation letter will be decreased each time this happens. Unauthorized use includes e-mailing, chatting, text messaging, and surfing internet sites not related to the class.
- Not visiting with the professor in her office on Sept. 18 or Sept. 20: one third of the assignment letter will be decreased.
- Submitting the paper late: one third of the assignment letter will be decreased for each day of delay in submitting any of the three written stages of the paper (abstract-outline-bibliography, draft, and final paper). One week after any part of the assignment is due, no late submissions will be accepted and the whole of 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: one third of the assignment letter will be decreased.
- Missing class in presentation days: 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 (Sept. 4) must stay after class on Sept. 18 for fifteen minutes. Not doing so will be penalized: one third of the student's participation grade will be decreased.

TITLE IX STATEMENT

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

COURSE TOPICS

I. INTRODUCTION

1. Introduction. Geography of the lands of the Bible.
2. What is the Bible? The study of the history of the biblical text
3. What is Archaeology? Archaeology and the *Longue Durée* of history.
4. Biblical Chronology I
5. Biblical Chronology II
6. The Bible, Archaeology and History

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

7. Amorites, Canaanites, Hyksos, and the Biblical Patriarchs I
8. Amorites, Canaanites, Hyksos, and the Biblical Patriarchs II
9. The Exodus (I)
10. The Exodus (II)

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

11. Archaeology and Ethnicity: The Philistines and other peoples in the Southern Levant
 12. Who Were the Israelites? The Conquest of Canaan
 13. Who Were the Israelites? Theories on the emergence of Israel
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14. Midterm Exam

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

15. Dating in Archaeology. The “United Monarchy,” a myth? Saul, David, the Conventional Chronology and the Low Chronology
16. The “United Monarchy,” a myth? David and Solomon. The emergence of states in the Southern Levant.
17. The Temple of Jerusalem. Visit to the Egyptian Temple of Debed
18. The 9th Cent. BCE. The Arameans

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

19. The 8th Cent. BCE and the Assyrian invasions
20. The economic role of the Phoenicians
21. The end of the 8th Cent. BCE: Sennacherib and Hezekiah

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

22. The 7th Cent. BCE: Judah and the neighboring lands.
23. The destruction by the Babylonians (604 BCE, 586 BCE)

VII. OVERVIEW: FROM THE BABYLONIAN PERIOD TO THE BEGINNING OF THE SECOND CENTURY AD--THE TIME WHEN THE HB/OT BOOKS WERE ASSEMBLED AND EDITED

24. The Babylonian and Persian Periods (586 BCE-end of the 4th century BCE)
25. From the Hellenistic Period to the time of Herod the Great (end of the 4th century BCE-1st century BCE)
26. The 1st and beginning of the 2nd centuries AD

VIII. PRESENTATION AND DISCUSSION OF RESEARCH PROJECTS

27. Presentation and discussion of research projects I.
28. Presentation and discussion of research projects II. Synthesis.

29. Final Exam.

COURSE GENERAL SCHEDULE*

- Week 1: - M Sept. 4
- W Sept. 6
- Week 2: - M Sept. 11
- W Sept. 13
- Week 3: - S Sept. 17: Last day to Add/Drop (without “W”). Last day to choose Audit (AU) or Pass/No pass (P/NP) status
- **M-W Sept. 18-20: Every student must speak with the instructor during office hours**
- M Sept. 18
- W Sept. 20
- Week 4: - **M Sept. 25: Paper abstract, outline, and short bibliography due**
- W Sept. 27
- Week 5: - M Oct. 2
- W Oct. 4
- Week 6: - M Oct. 9
- W Oct. 11
- Week 7: - **M Oct. 16: Midterm exam**
- W Oct. 18
- Week 8: - M Oct. 23
- W Oct. 25
- **F Oct. 27: Class at the Egyptian Temple of Debod**
- Week 9: - **M Oct. 30: Paper draft due.** Last day to Drop with “W”
- W Nov. 1: No class (Día de Todos los Santos holiday)
- R Nov. 2: Registration begins for Spring Semester
- Week 10: - M Nov. 6
- W Nov. 8
- Week 11: - M Nov. 13
- W Nov. 15: No class (class on F Oct. 27 instead)
- Week 12: - M Nov. 20
- W Nov. 22
- Week 13: - **M Nov. 27: Final paper due**
- W Nov. 29
- Week 14: - M Dec. 4
- W Dec. 6: No class (Día de la Constitución holiday)
- Week 15: - M Dec. 11: Paper presentations
- W Dec. 13: Paper presentations. Final day of classes
- **R Dec. 14: Final exam (15:30-18:30)**

*** PLEASE, NOTE: The dates in this general schedule are tentative. They depend on class progress and circumstances and will be matched to the topics in the course topic list according to the instructor’s indications**