

REL 440

HIS 490


Biblical Archaeology

Near Eastern Archaeology


Spring 2008

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7 Purpose#

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*In Palestine . . . more sins have probably been committed in the name of archaeology
 than on any commensurate portion of the earth's surface.*
 - Sir Mortimer Wheeler (*Archaeology From the Earth*)

This course will provide a survey of the archaeology of biblical lands, by tracing its development, exploring its methodology, and reviewing its results. Special attention will be given to the application and impact of archaeological research on the study and interpretation of the Bible and related literature.

1 Attendance Policyg

*For it is I, indeed, who have put my people into a pitiless hand, a grasp [from which there is no
 escape]. Into a narrow strait with no way out I have gathered.*
 - Tukulti Ninurta, King of Assyria

General Classroom Policies

- ¾ The instructor is the final authority in matters of class decorum; if any student is deemed to be disruptive to the learning environment, the instructor—at his sole discretion—may dismiss that student and assign an absence for the period
- ¾ Quizzes or quiz questions missed as a result of tardiness may not be made up
- ¾ Getting up to leave temporarily during class is not acceptable, except in cases of severe distress; students must regulate their bodily functions like adults (go to the potty before class!)
- ¾ Cell phones or pagers are not allowed in class, for voice or text communication; if a cell phone rings, the student in possession will be dismissed from the class and assessed an absence
- ¾ Recording of class sessions is not allowed except by special permission

Attendance

- ¾ The William Carey College catalog states, “students must attend 75% of the class meetings in order to receive credit for the course;” this policy will be enforced with the following additions
- ¾ NO distinction is made between “excused” and “unexcused” absences for attendance reporting; if you are not in class—for any reason—you are considered absent; this means that: 1) absences for school activities count as regular absences; the student must keep their total absences within the limits specified above, and 2) doctor’s excuses will have no bearing on attendance reporting
- ¾ If a student adds the course late and misses classes, those absences will be recorded as absences
- ¾ If a student is not present when attendance is determined (either by roll call or by work performed in class), the student will be considered absent (there will be no “tardy” category)

“ Requirements and Evaluation x

*Go up on the ancient ruin heaps and walk around, look at the skulls of the lowly and great. Which was the doer of evil, and which was the doer of good deeds?
- A Mesopotamian servant to his master (The Dialogue of Pessimism 9)*

§ A 10-point scale will be used for grading

§ Assignments:

requirement	how/when evaluated	% of grade
Reading quizzes	All required reading assignments on the Course Schedule (see below) are subject to reading quizzes; these will not be announced in advance and, if missed, may not be made up; however, 10% of the student's low scores will be dropped	20
Outside reading assignments	<ul style="list-style-type: none"> • must be completed before the class in which the topic is covered, according to the bibliography and schedule • a brief written synopsis/review must be posted on D2L • the instructor will evaluate the posted synopsis on a 5-point basis (0-5) • the baseline will be 20 assignments (=100 possible points) • additional readings may be used to increase one's score 	20
Site info paper, giving an overview of an archaeological site with biblical importance	Due date determined by the site chosen (from a provided list); see below	10
Synopsis and position paper covering an issue within biblical archaeology for which disagreement exists	Presented to the class on a schedule according to the topic assigned; Evaluation of the written paper will be made by the instructor, class discussion of the paper topic will amount to an “oral review” of the work and the student's response to questions in class will be evaluated by the instructor; final paper grade will be a function of the written and oral review evaluations	20
Review of an approved book within the field of biblical archaeology	Due date will be indicated on the course schedule	10
Comprehensive Final Exam	As scheduled by the powers that be	20

Required readings

*As to all that is written in this papyrus roll, heed it just as I have said to you;
do not go beyond what has been ordained.
(The Teaching for the Vizier Kagemni II. 10)*

- * A textbook is not required for this class, but many specific readings will be required
- * A bibliography will be available separately and will include required and optional readings
- * Additional assignments will be distributed in the form of handouts
- * All required readings will be subject to reading quizzes; some of these may be given online using the University's online learning system, Desire 2 Learn (**D2L**)

> Outside Reading%

Today I worked at my studies from about 3:00 am to about 8:00 am, having arranged for some snacks in advance. Between 8:00 and 9:00 am . . . I put on my boots and my short cape . . . We all set off on a hunt, and did daring deeds. . . . In the afternoon we returned home. And I returned to my books. After pulling off my boots and taking off my cape, I stayed on my couch for nearly two hours. . . . “Hey,” you say to your slave, “go as fast as you can and bring me those speeches from the library of Apollo.” You will be sending him in vain, for those volumes have followed me here! You must therefore ingratiate yourself with the librarian at the library of Tiberius. You might offer him a tip (which he and I will share equally when I come back to town). I wrote a few wretched things, which are only suitable for dedication either to water or to fire.

- Marcus Aurelius (Fronto Letters 4.5)

- S Written evidence of the reading must be completed before class in which the topic is to be discussed; the class bibliography (provided separately) will be the guide for this, divided into sections corresponding to the “Course Schedule” below
- S Written overviews should be brief; all that is required is a proper bibliographical listing, followed by a synopsis or review of the arguments presented in the reading (evidence of interaction)
- S Overviews will be given a grade of 0-5 points; twenty assignments (100 points) will be the assumed baseline, but unlimited additional readings may be made and low grades (in excess of 20) will be dropped.
- S The purpose of this assignment is 3-fold: 1) to expose the student to a wide variety of course material that is as current as possible; 2) to provide an exercise in processing information and arguments and putting a synopsis in writing; and 3) to distribute these features across the entire course.
- S no more than 3 readings may come from a single sub-section (categorized by subject according to class material) of the class bibliography
- S Other appropriate readings (articles, chapters of books) may be used for this assignment *with the instructor’s approval*.

4 DISASTER CONTINGENCY D

*The students ought to get together, and chase him out of the Grand Gate
with their practice tablets!*

(a humorous scholastic tale from Mesopotamia)

IN THE EVENT OF SCHOOL CLOSURE DUE TO NATURAL DISASTER, EPIDEMIC, OR ACT OF VIOLENCE: Students will be given every opportunity to complete the course. Depending on the situation, assignments may be substituted for lecture/exams, or on-line resources may be utilized. In case of extended school closure, students should make every effort to contact the instructor by email or telephone as indicated at the top of this syllabus.

☞ Americans with Disabilities Act Notice ☞

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Ms. Brenda Waldrip at 601-318-6188. Ms. Waldrip is located in the Student Services Office in Lawrence Hall.

¶ Research/Writing Assignmentsā

O alert scribe, understanding of heart, who is not ignorant at all . . . set (me) on the way southward to the region of Acre. Where does the Achshaph road come? At what town? . . . Where does the mountain of Shechem come? Where does the mahir make the journey to Hazor? Do not shrink from thy teaching! Guide us (to) know them! . . . let me know Rehob, explain Beth Shean and Tirqa-El. The stream of Jordan, how is it crossed? Let me know the way to pass Megiddo.
- the Egyptian scribe Hori, in a satirical reply to Amen-em-Opet (ANET, 476-77)

- ! One “site info” paper must be completed; this should include basic information, as though prepared for a reference work: site identification/location, historical references, excavations, controversies, bibliography, etc.
- ! One Synopsis and Position paper (covering an **issue** within biblical archaeology) must be completed, *with a one-page abstract*; topics will be related to the major areas of dispute in the application of archaeology to biblical studies and may be requested from a supplied list, but assignments will be made by the instructor; due dates will vary by topic
- ! The abstract must be presented on a separate sheet for reproduction for the class and may include “questions for discussion” or other aids for the class session; it must, however, include a succinct statement of the issue covered and the position taken by the student; the abstract will be presented to the entire class and the issue discussed on the day the topic is covered in class; papers ARE DUE THE DAY BEFORE THE CLASS (so the instructor can read it before class)!
- ! Grading of the Synopsis and Position paper will include a component based on in-class responses to questions and discussion; in short, the student must master the arguments/issues presented in his/her paper—the emphasis here is on: 1) research, and 2) *writing one’s own understanding* of a topic in a lucid way
- ! Papers must be properly referenced according to the *SBL Handbook of Style* (a “Turabian”-type format tailored to biblical/ancient near eastern studies); a copy will be on reserve in the library; basic forms can be found in the “Paper Writing Guide,” available on the instructor’s web page (also use the cover page found at the end of that document)
- ! It is strongly recommended that the student consult with the instructor at three stages of the paper writing process: 1) bibliography, 2) paper outline, and 3) rough draft—the student should bring his/her work in **written** form at these stages for review and suggestions by the instructor

Do not confuse a man with pen upon papyrus
(Instruction of Amen-em-Opet 13.15.20)

| Schedule?

[He] receives general instructions from the director for each day's work, picks men for special tasks, . . . usually stands on some high point from which he can oversee the excavations . . . Of course, it would be very unwise for a director to leave him or any overseers of gangs to their own devices for long, since their understanding of methods is mechanical

- William Frederic Badè

NOTE: required and outside reading assignments must be completed *before the class in which the topic is scheduled*; consult the course Bibliography for these assignments.

Day	Date	Topic	Notes
1	Feb 19	Introduction; Video— <i>In Search of the Trojan War: The Age of Heroes</i>	
2	Feb 21	Video— <i>In Search of the Trojan War: The Legend Under Siege</i> ; History of Biblical Archaeology	
3	Feb 26	Video— <i>In Search of the Trojan War: The Singer of Tales</i> ; Archaeological Methodology and Publications	
4	Feb 28	Video— <i>In Search of the Trojan War: The Women of Troy</i> ; Biblical Criticism & Archaeology	
5	Mar 4	Video— <i>In Search of the Trojan War: Empire of the Hittites</i>	
6	Mar 6	Video— <i>In Search of the Trojan War: The Fall of Troy</i> ; Patriarchs: the Middle Bronze Age	
-	Mar 11, 13	FCSPRING BreakGE	
7	Mar 18	Patriarchs: the Middle Bronze Age (cont'd); the Late Bronze Age	
8	Mar 20	Exodus: the Late Bronze Age (cont'd)	
9	Mar 25	Exodus: the Late Bronze Age (cont'd)	
10	Mar 27	Conquest and Judges: the Emergence of Israel	
11	Apr 1	The United Monarchy	
12	Apr 3	Israelite Religion; Divided Monarchy: the 9th-8th centuries BC	
13	Apr 8	Judah: the 7th-6th centuries BC	
14	Apr 10	The Fall of Jerusalem	
15	Apr 15	The Persian (Post-Exilic) and Hellenistic (Intertestamental) Periods	
16	Apr 17	Herodian Palestine, Dead Sea Scrolls	
17	Apr 22	The Gospels	
18	Apr 24	The Work of Paul	
19	Apr 29	The Apocalypse	
20	May 1	Early Christianity	