



COURSE: Rel 498 010 Biblical Archaeology, History, and Theology
TERM AND YEAR: FALL SEMESTER, 2023
SCHEDULE AND LOCATION: Mondays, Wednesdays, and Fridays
12:00 PM–12:50 PM
Tarpley # 211
INSTRUCTOR: Dr. Aquiles Ernesto Martínez
Professor of Religion
Religion/Philosophy Program Coordinator
OFFICE HOURS: See my schedule on my office door. You may also call or email me to make an appointment
Tarpley # 103
(770) 720-5973
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CATALOG DESCRIPTION. An examination of the material cultures of some of the most significant sites in Palestine/Israel in order to understand some of the main events, characters, places, times, circumstances, lifeways, and religions associated with the history of Ancient Israel and the Early Christian Movement, as revealed in the Bible and its larger social context.

RELIGION PROGRAM OBJETIVES (RPO).

1. To enable students to understand the various major religions of the world **(RPO 1).**
2. To enable students to clarify their vocation **(RPO 2).**
3. To assist students to understand the Christian tradition **(RPO 3).**

4. To enable students to think critically and be able to express those ideas in writing, speech, and visual media **(RPO 4)**.
5. To help students become familiar with a variety of research methods appropriate to the field of religion, particularly those relevant to the study of primary sources **(RPO 5)**.
6. To help students develop their own understanding of moral and spiritual issues **(RPO 6)**.

LEARNING OUTCOMES AND COURSE OBJECTIVES. In light of the general objectives of the Religion Program, the main purpose of this course is to help you think through basic questions and/or issues that arise in the study of biblical archaeology, history and theology of Ancient Israel and the Early Christian Movement. Thus, after completing this course, you will be able

1. To identify some the major trends in the history of biblical archaeology (RPO 1 and 3).
2. To identify some of the most significant strengths, limitations, and possibilities linked to the field of biblical archaeology (RPO 1, 3, 4m and 5).
3. To describe some of the most important methodological premises, principles, procedures, and techniques used to interpret some of the remains of ancient and/or extinct cultural groups (RPO 4 and 5).
4. To identify some of the most important sites where current excavations are taking place and their recent discoveries (RPO 1 and 3).
5. To identify additional archaeological areas, issues and/or questions that deserve a more in-depth analysis (RPO 1 and 3).
6. To have a graphic understanding of the geography and topography of biblical Palestine/Israel (RPO 1, 3, 4, and 5).
7. To describe the main thresholds of the history of Ancient Israel and Early Christianity (RPO 1, 3, and 4).
8. To know the content, the occasion, and purpose of selected biblical references and their relationship with concrete historical referents and their relationship with archaeological findings (RPO 1, 3, 4, and 5)
9. To assess the relationship between archaeological discoveries, the nature of biblical texts, and other ancient sources of information (RPO 1, 3, 4, and 5).
10. To formulate some theoretical and practical implications pertaining to different educational areas and religious faith (RPO 4 and 6).

COURSE REQUIREMENTS AND GRADING SYSTEM. Your academic performance will be evaluated based on a **100 point-scale**. All the points you earn for every assignment need to be added to your accumulated total, not averaged out. At the end of the course, the points you accumulate will give you the corresponding letter-grade according to the following scale: **F (0 -59 points); D (60-69 points); C (70-79 points); B (80-89 points); A (90-100 points)**. **Grades will NOT be rounded** (for example, 79.5 accumulated points is not a B- but a C+). The assignments with their corresponding percentages will be distributed as follows:

1. SECONDARY LITERATURE READINGS AND SHORT PAPERS (RPO 1, 3, 4, and 5) (20 points). In light of the learning objectives of this course (see objectives above), for some selected dates the instructor will assign in advance the reading of some excerpts

from secondary or primary sources, and biblical passages for you to read and answer some concrete questions or address some specific issues. More specific instructions will be given later. Regarding the due dates of these assignments, please check *Calendar of Topics and Assignments* below.

2. ARCHAEOLOGICAL SITES AND ANALYTICAL REFLECTIONS (RPO 1, 3, 4, 5, AND 6) (2 full pages) (40 points). In addition to several archaeological sites that will be presented and explained to meet the goals of other themes, students are expected to analyze and reflect about 8 specific, archaeological sites with direct and indirect ties to some biblical narratives and some major nations and ethnic groups of the Ancient Near East relevant to the understanding of the OT. These sites are Tel Hazor, Tel Megiddo, Tel Gezer, Tel Arad, Tel Be'er Sheba, Tel Lachish, Tel Rehov, and Tel Jezreel.

In their assessment of these sites, students must write 8 papers answering the following questions for each one of them: 1) What is significant and/or unique about this site and the discoveries made therein in helping us understand the ancient world? 2) What is the connection between the findings and what the Bible says and its significance? 3) What is your response and/or evaluation regarding this site in relation to what the Bible says?

To this end, students must consult the information provided by <https://www.jewishvirtuallibrary.org/archaeological-sites-in-israel-an-introduction>. <https://www.jewishvirtuallibrary.org/archaeological-sites-in-israel-an-introduction>.

With respect to these papers' more specific format, read the section "Required Format for All Papers" below. Regarding the due dates of these papers, please check *Calendar of Topics and Assignments* below.

3. TESTS (RPO 1, 3, 4, 5, and 6) (20 points). To help you understand and remember some of the basic characteristics that define religion and its different cultural appropriations and manifestations, there will be 2 exams during the semester: a Mid-Term and a Final (20 points each). In light of the pedagogical objectives for this course, these tests will cover the instructor's Power-Point lectures in class, selected articles, videos, and handouts. Students must take good notes in class as well. The instructor will provide some preparation guidelines for each test in advance. Some questions might be given in advance for you to work on.

In addition to having a section dealing with some crucial issues pertaining to biblical archaeology, history and theology for which you might have to write some brief critical-thinking reflections, these tests might also have sections such as True and False, Filling the Blanks, Short Definitions, and Multiple Choice. You must take these tests on the designated dates. No exceptions! In cases of emergencies, the instructors must be notified immediately. For the dates of these tests, please check *Calendar of Topics and Assignments* below.

4. PARTICIPATION IN CLASS (RPO 1, AND 3-6) (10 points). Since all of us are part of a course that seeks to create a culture of teaching and learning, you are expected to intentionally participate in class with your insights, good observations, arguments from other perspectives, words of clarification, and meaningful questions, in order to contribute to an environment that is conducive to the personal understanding and the growth of all your classmates. We are partners in this undertaking! Thus, you must be willing and open

to engage in conversations with the professor and others to be successful and get credit for it.

Taking notes, being silent in class, trying to participate (without actually participating), paying attention, and coming to class DO NOT count as participation. Depending on the quantity and quality of your pro-active participation, and at the discretion of your instructor, the instructor will assign you a 0, 1, 2, 3, 5, 6, 7, 8, 9 or 10 points for this part of the course. Any violations of the code of ethics as explained in "Course Policies and Expectations" below (p. 5-6) will result in an automatic 0/10 for the present evaluation category.

5. CAPSTONE PAPER: LESSONS FROM OUR ARCHAEOLOGICAL EXPEDITION (RPO 4, 5, and 6) (10 points) (2 full pages). You will write an analytical/reflection essay with direct references to the content of the present course in which you will focus on the significant lessons you take with you. In addition to having a creative title, and a brief introduction and conclusion, this paper must be clear, well written, accurate, typed, double-spaced, stapled or paper-clipped, and turned in on the due date (11-character font with one inch for every margin). It should also be 2 full pages long. In the case you use secondary literature, you must give credit to it.

With respect to these papers' format, read the section "Required Format for All Papers" below. Regarding the due date of this assignment, please check *Calendar of Topics and Assignments* below.

REQUIRED FORMAT FOR ALL PAPERS. Since all students have the capabilities and potential to contribute to a scholarly culture of teaching and learning, it is expected that all the papers will be your own work. In addition to having a creative title, a very brief introduction and a conclusion, these papers must be double-spaced, typed, and written using an 11 character-font (Arial). If by any chance you use of secondary sources, you must make a clear distinction between your own words and the words of the sources you used. Credit must be given to the materials used and/or consulted (only author, name of the source, and page number).

More specifically, all your papers will be evaluated based on the following additional criteria: (a) style and grammar; (b) faithfulness to the subject matter; and (c) engagement, creativity, and relevance to today's world. Points will be taken off if the above guidelines are not followed literally and faithfully. OUTSTANDING PAPERS will be considered for extra credit. Papers must be turned in on the designated dates by the time the class meets or before. Please check the "Calendar of Topics and Assignments" below. Late papers will not be accepted unless there was real emergency or powerful justification.

DUE DATES AND TIMES. The due dates for all the required assignments are listed under the section "Calendar of Topics and Assignments" below (unless the instructor makes some adjustments in class). DO NOT FOLLOW THE EAGLEWEB TIMES AND DATES!

AN IMPORTANT NOTE REGARDING ALL ASSIGNMENTS. Students who participate more than what is required or walk the extra mile on the tests will be considered for **EXTRA CREDIT** and/or for **GRADES TO BE ROUNDED** at the end of the semester.

NO academic work can be **RESUBMITTED**. However, **DRAFTS OF ANSWERS TO the SHORT-ANSWER QUESTIONS OF THE TESTS** can be sent ahead of time for review so you can do well on the tests.

AN IMPORTANT NOTE FOR ATHLETES. Those of who play sports for Reinhardt must contact me and let me know ahead of time when you will be missing class because of games, injuries and/or emergencies so I could make the corresponding adjustments. You must **NOT** rely on your coaches' notifications sent to me. You must contact me individually about these issues.

CREDIT HOUR STATEMENT. Over 15 weeks, students will spend 150 minutes per week in lectures, class discussions, and examinations (37.5 hours for the semester). Instructional time includes a 3-hour final exam. Out-of-class work includes papers, reports, service as volunteers, visits to religious places, and preparation for exams, and is estimated at around 300 minutes per week (75 hours for the semester).

CENTER FOR STUDENT SUCCESS. For those students needing help with their papers, study habits, note-taking, and preparation for test-taking, please make an appointment at "the Center for Student Success" (Lawson, bottom floor). They will more than happy to help you out. I am willing to give you a hand outside of the classroom as well.

STUDENTS WITH DISABILITIES. Students with learning disabilities must read and comply with the following statements: *"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 have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO). Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is in the basement of Lawson Building. Phone is 770-720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms."*

COURSE FORMAL POLICIES AND EXPECTATIONS. Having in mind that education is about equipping students with the values, skills, knowledge, and experiences to interact with the world in relevant and transformative ways, it is expected that student will honor a set of ethical, professional, and civil principles that will guide their actions in this course. We hereby outline some of the most important ones:

1. **ATTENDANCE GUIDELINES.** To create a culture of learning, professionalism, and civility, all students are expected **to attend class faithfully and on time**. Although the Reinhardt Catalog states that attendance is an "obligation," please remember that attending class is also a privilege. Formal education is a blessing not too many people enjoy. **Missing too many classes (without any legitimate justifications) will have negative implications on your final grade.** In the case

of an emergency or justified absences, please contact me via email ahead of time to indicate the reasons why you were not or will not be in class.

2. INTEGRITY AND PROFESSIONALISM. Throughout this course the following ethical principles are assumed as norms of conduct:

- a. **ANY FORM OF ACADEMIC DISHONESTY WILL NOT BE ACCEPTABLE AND WILL BE SERIOUSLY PENALIZED. PLAGIARISM or CHEATING will make you fail this course!!!!**
- b. Good-in-class behavior is assumed as a norm. Any form of disrupting behavior is not acceptable. It is assumed that each student will follow the Reinhardt's code of conduct as explained in the student handbook.
- c. This class is a **FREE-CELL-PHONE ZONE**. Cell phones must be turned off and put in your pockets or back packs. Failure to comply with this requirement will have negative implications on your grade.
- d. **LAPTOP COMPUTERS/TABLETS may only be used for TAKING NOTES and you must formally ask for permission to do so.** During class time, you are **NOT ALLOWED TO DO HOMEWORK FOR OTHER COURSES or USE SOCIAL MEDIA**. You must be fully present! Failure to comply with this requirement will have negative implications on your grade.
- e. The conditions of this syllabus are binding and must be followed faithfully. I assume you all know its content. By deciding to take this course, you **ALL AGREE** to follow the norms ruling this course.
- f. Any comment or suggestion that contributes to your growth as students, the improvement of this class, and a learning environment is welcome. I am here to help you learn, succeed and be a better human being. Please do not wait until the end of the semester to ask for help. Feel free to contact him at any time.

3. COMMUNICATION MODE. All of you are responsible for **constantly checking CANVAS (Files, Announcements, etc.) and your Reinhardt email accounts** regarding issues pertaining to this course (materials, lectures, announcements, class schedule changes, grades, etc.). When you communicate with me, you must follow a **formal, respectful protocol**. You must be **polite and/or use manners**. **Do NOT use your personal emails!**

4. IMPORTANT REINHARDT ACADEMIC DATES

August 15, Tuesday Final day to add P-designated online courses

August 21, Monday Final day to change schedule, end of drop/add

August 28, Monday Last day to submit a graduation application for May 2024 degree completion without a late fee.

October 10, Tuesday Final date to withdraw with grade of W, full semester classes

October 16-27 Advising/Registration for Winter Term 2023, and spring and summer 2024

THE TEN COMMANDMENTS OF STUDENT SUCCESS. Your job is to do well in this class, be responsible, take initiative, follow my instructions carefully, listen, and be open to new understandings, skills, knowledge, and methodologies. My job is to make sure that

these goal are achieved giving all of you my best. It is a relational undertaking. To this end, the following principles may help us get there:

- I. HIGH EXPECTATIONS AND CHALLENGES
- II. YOU CAN AND WILL RISE TO THE OCCASION
- III. THE QUALITY OF YOUR EFFORT IS THE KEY
- IV. YOU CAN CONTRIBUTE WITH YOUR IDEAS, QUESTISM KNOWLEDGE, AND EXPERIENCES
- V. LISTEN TO OTHER VOICES AND CONSIDER OTHER PERSPECTIVES
- VI. MAKE KNOWLEDGE AND EXPERIENCES RELEVANT
- VII. BE ATTENTIVE, RESPONSIBLE, TAKE NOTES, AND PARTICIPATE
- VIII. REVIEW THE MATERIAL DAILY
- IX. DEVELOP FRIENDLY RELATIONSHIPS
- X. PRACTICE MAKES PERFECT

REQUIRED READING.

The instructor's pictures of archaeological sites, handouts, and Power-Point presentations.

Selected on-line articles, essays, videos, and informative from web sites.

RECOMMENDED READINGS.

American Schools of Oriental Research

<http://www.asor.org>

Ancient Egypt Online

<https://www.ancientegyptonline.co.uk/index.html>

Archaeologia Metodista <http://portal.metodista.br/arqueologia> (in Portuguese)

Archeological Sites by Country

https://en.wikipedia.org/wiki/List_of_archaeological_sites_by_country

Bible Places <https://www.bibleplaces.com/philae/>

BibleWalks, <https://biblewalks.com/>

Biblical Archaeology Society <https://www.biblicalarchaeology.org/>

Carlos, Michael C. Museum <https://carlos.emory.edu/>

David, N. and J. Driver. *The New Archaeology Workbook*. Philadelphia: University of Pennsylvania Press, 1989.

Finkelstein, I. *The Archaeology of the Israelite Settlement*. Jerusalem: Israel Exploration Society, 1988.

_____ and N.A. Silberman. *The Bible Unearthed: Archaeology's New Vision of Ancient Israel and the Origin of Its Sacred Texts*. NY: The Free Press, 2001.

_____ and N.A. Silberman. *David and Solomon: In the Search of the Bible's Sacred Kings and the Roots of the Western Tradition*. NY: The Free Press, 2006.

Israel Antiquities Authority http://www.antiquities.org.il/default_en.aspx

Israel Ministry of Foreign Affairs, An index of archeological sites in Israel
<http://www.mfa.gov.il/mfa/isralexperience/history/pages/cumulative%20table%20of%20contents%20-%20archeological%20sites.aspx>

Israel Museum <https://www.imj.org.il/en>

Jewish Virtual Library
<https://www.jewishvirtuallibrary.org/archaeological-sites-in-israel-an-introduction>

Kaefer, José Ademar. *A Bíblia, a Arqueologia e a História de Israel e Judá*. São Paulo: Paulus, 2015.

_____. *Arqueologia das terras da Bíblia*. São Paulo: Paulus, 2012.

_____. *Arqueologia das terras da Bíblia II*. São Paulo: Paulus, 2016.

Richelle, Matthieu, *A Bíblia e a Arqueologia*. São Paulo: Vida Nova, 2017.

<https://www.timesofisrael.com/biblical-site-tied-to-ark-of-the-covenant-unearthed-at-convent-in-central-israel/>

https://www.academia.edu/37296897/I._Finkelstein_Th._R%C3%B6mer_et_al._Excavations_at_Kiriath-jearim_Near_Jerusalem_2017_preliminary_Report_Semitica_60_2018_p.31-83

<https://www.thedailybeast.com/emmaus-have-archaeologists-discovered-the-town-jesus-appeared-in-after-his-resurrection>

<https://www.foxnews.com/science/biblical-town-emmaus-may-have-been-found>

<https://www.haaretz.com/israel-news/.premium.MAGAZINE-israeli-archaeologists-may-have-found-emmaus-where-jesus-appeared-after-crucifixion-1.7774167>

Rockefeller Archaeological Museum
<https://www.imj.org.il/en/wings/archaeology/rockefeller-archaeological-museum>

Sills, David L. "Archaeology." *International Encyclopedia of the Social Sciences*. NY: The Macmillan Company & the Free Press, 1968. Vol I, 378-393.

W. F. Albright Institute of Archaeological Research
<https://aiar.org>

CALENDAR OF TOPICS AND ASSIGNMENTS

Week # 1		
Date	Topic	Assignment
August 14	1. Introduction to the Course <i>Jerusalem and Sepphori</i>	
August 16	2. The Importance of Archaeological Research and the Scriptures <i>Herodium and Tel Dan</i>	<i>Why is the study of biblical archaeology important? (1 page)</i>
August 18	STUDY TIME – NO CLASS	

Week # 2		
Date	Topic	Assignment
August 21	3. A Brief History of Biblical Archaeology: From Proof-Texting to Critical Understandings	<i>Read the section dealing with the Dead Sea Scrolls in the Rockefeller Museum link and reflect on the importance of this discovery (1 page)</i>
August 23	4. A Land Flowing Milk and Honey: A Glance at Palestine's Topography <i>The Sea of Galilee, Capernaum, and the Jordan River</i>	<i>Identify and describe five of the most important characteristics of the geography of the land of Palestine/Israel (1 page)</i>
August 25	STUDY TIME – NO CLASS	

Week # 3		
Date	Topic	Assignment
August 28	STUDY TIME – NO CLASS	
August 30	<p><i>The Dead Sea, Qumran, and Masada</i></p> <p>5. The History of Ancient Israel: A Covenantal Challenging Journey</p>	<p><i>Read an internet article about the history of ancient Israel and identify the 5 most important stages after the exodus of the Hebrews event (1 page)</i></p> <p><i>Read Gen 12-15; Ex 1-4, 14 and 20:1-17 (send an email indicating what percentage of this assignment was completed satisfactorily and on time)</i></p>
September 1		

Week # 4		
Date	Topic	Assignment
September 4		<i>Read Deut 34; Jos 1-4; 1 Sam 8:1-22 and 1 Kings 11-12 (send email)</i>
September 6	6. A Divided Nation: The South (Judah) vs the North (Israel)?	<i>Read 2 Kings 17-18 and 19-25 (send email)</i>
September 8	STUDY TIME – NO CLASS	

Week # 5		
Date	Topic	Assignment
September 11	7. An Archaeological Timeline	
September 13	8. Making Sense of Junk, Stones, and Dirt: Assumptions, Procedures, and Techniques	<i>Describe 5 of the main techniques and/or procedures of current,</i>

		<i>biblical archaeological research (1 page)</i>
September 15	STUDY TIME – NO CLASS	

Week # 6		
Date	Topic	Assignment
September 18		
September 20	9. Main Archaeological Sites: Some of the Relics of the Past	<i>Read “The Archaeology of the Land of Israel” and “The Neighboring Cultures” sections in the Israel’s Museum’s link and identify information that is important for the understanding of the OT (2 pages)</i>
September 22	STUDY TIME – NO CLASS	

Week # 7		
Date	Topic	Assignment
September 25		<i>Mid-Term Exam</i>
September 27	<i>Site # 1 Tel Hazor</i>	<i>Analytical Reflection # 1</i>
September 29		

Week # 8		
Date	Topic	Assignment
October 2	<i>Site # 2 Tel Megiddo</i>	<i>Analytical Reflection # 2</i>
October 4	NO CLASS – FALL BREAK	

October 6	NO CLASS – FALL BREAK	
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Week # 9		
Date	Topic	Assignment
October 9		
October 11		
October 13	STUDY TIME – NO CLASS	

Week # 10		
Date	Topic	Assignment
October 16	Site # 3 Tel Gezer	Analytical Reflection # 3
October 18		
October 20	STUDY TIME – NO CLASS	

Week # 11		
Date	Topic	Assignment
October 23	Site # 4 Tel Arad	Analytical Reflection # 4
October 25		
October 27	STUDY TIME – NO CLASS	

Week # 12		
Date	Topic	Assignment
October 30	Site # 5 Tel Be'er Sheba	Analytical Reflection # 5

November 1		
November 3	STUDY TIME – NO CLASS	

Week # 13		
Date	Topic	Assignment
November 6	Site # 6 Tel Lachish	Analytical Reflection # 6
November 8		
November 10	STUDY TIME – NO CLASS	

Week # 14		
Date	Topic	Assignment
November 13	Site # 7 Tel Rehov	Analytical Reflection # 7
November 15		
November 17	STUDY TIME – NO CLASS	

Week # 15		
Date	Topic	Assignment
November 20	Site # 8 Tel Jezreel	Analytical Reflection # 8
November 22	10. Archaeological Journey to Palestine/Israel: Some Not-so-Obvious Lessons	Capstone Paper on Lessons From Archaeology

<i>WEEK OF FINAL EXAMS</i>		
FRIDAY, DECEMBER 1 8:00 AM		FINAL EXAM