# Bible 210 - Course Syllabus

**Course Title:** *Biblical Archaeology (3 Credits)*

**Course Description:** This course is an introduction to the archaeology of Israel and the city of Jerusalem from the time of Abraham (circa 2100 B.C.) to the establishment of the New Testament church. It includes a study of the correlation of archaeological findings from the Biblical lands to the Biblical text. This course will provide descriptions of the tools and techniques that are used at dig sites. The student will explore the process of uncovering artifacts and the insights these artifacts provide into life in Biblical times. This course will examine a wide range of discoveries that enrich our understanding of the ministry, death, and burial of Jesus. Starting in the region of Galilee, This course will shed light on Jesus' earliest ministry and debunk some former ideas about what Galilean life was like. Moving to the Dead Sea region, the students will explore Masada and focus on how the Dead Sea Scrolls illustrate the deep OT roots of Jesus' message and then how the NT developed those ideas.

**Prerequisites:** None

**Instructors:**
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**Course Materials:**
- Bahat, Dan, *The Carta Jerusalem Atlas: Third Updated& Expanded edition.* Jerusalem, Carta Jerusalem, 2011. ISBN: 978-965-220-807-1
- Graves, David E., *Biblical Archaeology: An Introduction with Recent Discoveries that Support the Reliability of the Bible: Second Edition,* Toronto Ont. Canada, Electronic Christian Media, 2018. ISBN-13: 978-1983978364
- Shanks, Hershel, *Jerusalem: An Archaeological Biography,* New York, Random House, 1995. ISBN:0-679-44526-9
- Price, Randall, *Rose Guide To The Temple,* Torrence California, USA, Rose Publishing Inc.,2012 ISBN: 978-1-59636-468-4

**Class Time:** Class will meet once weekly on Mondays from 4pm-7pm. Class will take place in Room 105 at Hope Community Church, located at 2100 Ellsworth Rd. Ypsilanti, MI, 48197.

Typical class format will be as follows:

- 4:00 Open in prayer and worship
- 4:10 quiz
- 4:25 discussion on prior week's readings
- 5:00 Lecture
- 5:45 break and group break outs
- 6:20 back in class
- 6:30 break for chapel

This class schedule is typical but flexible per instructor and student needs.

**Assignments:**

- *Reading and Class Participation* - Each week students will be expected to keep up with the given reading assignments from the course textbooks. The students will also be required to write a book report, guidelines for these reports will be provided in class. Regular attendance is also expected and students who miss a given class time are expected to watch the lecture recording. Students are also expected to communicate with the teaching staff if they are absent. The final grade for this assignment will be based on your attestation to your reading and the instructor's discretion based on class attendance and participation. To help you write your book report, follow the guidelines as seen here. Use the "non fictional" guidelines, "How to write outstanding college level book reports – The Upcoming"

- *Quizzes* - There will be 13 quizzes over the course of the semester. These quizzes will generally take place at the beginning of class time each week and will cover the previous week's study materials. The quiz format will include multiple-choice, fill-in-the-blank, and short-answer-style questions. The purpose of these quizzes is to provide the students with regular graded feedback on their understanding of the course material. The quizzes also ensure a student's regular and on-time attendance for the weekly class time. The lowest quiz score for each student will be dropped.

- **Archaeological Find Papers:** The students are to search out and find journal articles, books, documentaries, podcasts, etc. on archaeological finds concerning the Bible or the cultures in the lands of the Bible and write a short paper on how the find may impact our understanding of the Scriptures. You must include citations (Turabian). 1-2 pages each, a total of 7 of these papers will be required throughout the program. These papers will also be the source for most of the Discussion boards. The paper is to include information about the importance of the find, how it helps us understand the culture and history from the period of the find and how it helps us better understand scripture today. To aid in originality, once a student picks a specific item or site that site or artifact may not be the primary source again for any student, so the students should pay attention to the weekly discussion boards.

- *Discussion Boards* - Discussion boards are, by nature, the interaction between students and peers to be completed during the week for which they are assigned. When students do not participate in discussion boards, they essentially rob not only themselves but their peers of the learning opportunity. This is a disservice to everyone. No credit will be granted for late discussion board posting unless otherwise approved by

the instructor.

You must maintain a significant presence in the discussion board. If not specified, post your initial response to the discussion question by mid-week (Wednesday, 11:59 pm EST [Eastern Standard Time]). Then read all other threads and respond to at least two (2) other student initial threads by the end of the week (Friday, 11:59 pm EST).  The discussion boards will be based on articles, documentaries, or videos regarding archaeological finds. The scope of the discussion will be decided by the instructor. The original post is <u>NOT</u> to exceed 250 words and the responses are <u>NOT</u> to exceed 150 words. To receive a grade for each discussion board, you will have to post your original post and provide at least (2) responses to other's original postings.
- o The postings are to include the site or find that the student is writing the weekly "Archaeological Find Paper" on and answer why they picked that topic? What did they find interesting about the topic?
- **Project** - A project approved by the instructor. Guidelines for the project will be defined on the first day of class. The class will be broken into teams, The project topic will be selected by the team, using "Rose's Guide to the Temple" to select the subject matter. The project will have to include a 15-page paper (all members must be contributors), a display, and a team presentation to be given on week 15.
- **Paper:** Must be a minimum of 15 pages (not including Tile Page, Index, Abbreviations page, appendices and Bibliography), single spaced, in 10-point font size using "Arial" type font. All citations must be foot noted using "Turabian" style citations.
  1. Title Page to include School name, Class designation, year and term. Title of Paper should be prominently displayed, and on the lower right hand corner list all the names of those on the team.
  2. Index page
  3. Abbreviations page, all abbreviations used in paper to be defined under this heading, e.g. "B.C".  Before Christ, "A.D." Anno Domini (In the Year of Our Lord), "ce" common era, "bce" before common era.
  4. Bibliography is to contain all sources used and cited throughout the paper; sources are to be listed alphabetically.
  5. Appendices (optional) may include additional pictures or graphs.

The paper should contain archaeological finds that help us understand or gives support to our understanding of Biblical passages, as well as the names, dates, and places surrounding the find. It should also include any controversy surrounding the site, artifact, or find, again including names and any information available surrounding the controversy. Photos are appreciated but should not exceed 1/6 of the page and no more than one image per page. If this is exceeded it will not be included into the required pages needed. The paper should also include the cultural and historical importance of the topic and how it was seen at the time it was relevant.

A copy of each paper must be made for each member of the team as well as two additional copies.
- **Display** – The final displays will remain as property of the school and will be placed on display in the library. The display may be a model or replica of a site or building or a more intricate display based around a smaller artifact. The media and size and subject matter must be approved by the instructor, each team should pick multiple ideas, since

each team's project must be different than the other teams, and order of choices will be decided through a fair and non-bias method chosen by the instructor.

**Canvas:** Canvas is an online course management system for college courses. It will be used in this course for online submission of assignments and for posting grades, announcements, and access to relevant course documents. Further details on how to set up a Canvas account and access this course can be found in the appendix to this document.

**Assessment:** Assignments will have the following grade weights:

| Assignment | Grade Weight | Notes |
|---|---|---|
| Reading/Class Participation | 29% | Submission of an attestation to completed readings will be due on the last day of class and regular attendance. Book report grades will be assessed as 1/3 of this grade |
| 13 Quizzes | 12% | Drop your lowest quiz grade |
| Team Projects | 35% | Broken up into two parts: the written paper, (print one copy per member plus two more), and the final display. |
| Homework Assignments | 14% | This will be turned in during class |
| Discussion Boards | 10% | 7 discussions throughout the semester.<br>This will be completed on Canvas. |

We will use the following thresholds to convert raw scores in the course into letter grades:

- A+: >= 98%
- A: >= 92%
- A-: >= 90%
- B+: >= 88%
- B: >= 82%
- B-: >= 80%
- C+: >= 78%
- C: >= 72%
- C-: >= 70%
- D+: >= 68%

- D: >= 62%
- D-: >= 60%
- F: < 60%

Depending on the distribution of raw scores at the end of the semester, these thresholds may change; however, the final thresholds will be no stricter than the current thresholds. For example, if you receive a raw score of 85% in the course, you will be guaranteed a letter grade of at least B; however, it may happen that you receive a higher letter grade depending on the overall distribution of raw scores.

**Class Schedule:**

| Date | Topic | Study Material | Assignments Due |
|---|---|---|---|
| 8/28/2023 | Review Syllabus<br>Group selections<br>Introduction to Biblical Archaeology<br>A little peek at copper! | Bahat 1-13<br>Graves 41-65.8 | |
| 9/04/2023 | Labor Day | | |
| 9/11/2023 | Discussion on readings<br>Guest Lecturer | Bahat 14-33<br>Graves 65--89 | - Quiz 1<br>- Canvas discussions and responses (due end of day 9/8/23) |
| 9/18/23 | Discussion on readings<br>Lecture: The Archaeological Dig Process<br>Group break away | Bahat 34-59<br>Graves 90-104 | - Quiz 2<br>- Archaeological Find Paper |
| 9/25/23 | Discussion on readings<br>Lecture: Roles and Jobs at a Dig Site<br>Group break away | Bahat 60-75<br>Graves 105-126 | - Quiz 3<br>- Canvas discussions and responses (due end of day 9/22/23) |
| 10/02/23 | Discussion on readings<br>Lecture: Anatomy of a Dig site<br>Group break away | Bahat 76-87<br>Graves 126-149.8 | - Quiz 4<br>- Archaeological Find Paper |
| 10/09/23 | Discussion on readings<br>Lecture: Archaeological Dig Techniques<br>Group break away | Bahat 88-99<br>Graves 149-174 | - Quiz 5<br>- Canvas discussions and responses (due end of day 10/6.23) |

| Date | Topic | Reading | Assignment |
|---|---|---|---|
| 10/16/23 | Discussion on readings<br>Lecture: Pottery Techniques<br>Group break away | Bahat 100-119<br>Graves 175-202 | - Quiz 6<br>- Archaeological Find Paper |
| 10/23/23 | Discussion on readings<br>Lecture: Profiles of Dig Sites and Material Culture Discoveries<br>Group break away | Bahat 120-131<br>Graves 203-228 | - Quiz 7<br>- Canvas discussions and responses (due end of day 10/20/23) |
| 10/30/23 | Discussion on readings<br>Lecture: Preservation and Curation of artifacts and Finds in and near Nazareth.<br>Group break away | Bahat 132-145<br>Graves 229-261 | - Quiz 8<br>- Archaeological Find Paper |
| 11/06/23 | Discussion on readings<br>Lecture: Dead Sea region<br>Group break away | Bahat 146-163<br>Graves | - Quiz 9<br>- Canvas discussions and responses (due end of day 11/3/23) |
| 11/13/23 | Discussion on readings<br>Lecture: Jerusalem<br>Group break away | Bahat 164-168<br>Graves262-286 | - Quiz 10<br>- Archaeological Find Paper |
| 11/20/23 | Discussion on readings<br>Lecture: Jerusalem<br>Group break away | Graves 287-301 | - Quiz 11<br>- Canvas discussions and responses (due end of day 11/17/23) |
| 11/27/23 | Discussion on readings<br>Lecture: Jerusalem<br>Group break away | Graves 302-324 | - Quiz 12<br>- Archaeological Find Paper<br>- Book report "Jerusalem: An Archaeological Biography" |
| 12/04/23 | Discussion on readings<br>Lecture: Sifting Project<br>Group break away | Graves 325-348 | - Quiz 13<br>- Canvas discussions and responses (due end of day 12/1-23) |
| 12/11/23 | Discussion on readings<br>Group Presentations | | - Archaeological Find Paper<br>- Project/paper presentations |

**Late Policy:**

        Assignments are expected to be submitted prior to the due date. If there are extraordinary circumstances outside of the student's control, they may request an extension from the teaching staff.

        Additionally, it is often the case that due to any number of other circumstances, a student finds that they are unable to adequately complete a given assignment. In such cases, the student is welcome to submit the assignment after the due date, up to the end of the semester; however, a late penalty will be given for such a late assignment. The standard late penalty is a 20% flat reduction in grade for the given assignment. This late penalty is meant to penalize late submissions and encourage timeliness, while still allowing the student to still finish the given assignment to the best of their ability even if they are unable to complete the assignment for some time due to any extended circumstances.

        This late policy is subject to instructor discretion. The 20% late penalty policy is intended to allow for unique or difficult but not extraordinary circumstances. Any student who abuses this policy, per the instructor's discretion, is liable to have this policy revoked and the grade revert to either a zero or that based on any submission prior to the due date.

## Appendix: How to set up your Canvas Account

This course will use the free version of Canvas. This means that you will be able to set up a Canvas account with your regular email and will be able to access the course on Canvas with a simple course invitation sent to your email. Please perform the following steps to set up your Canvas account:

- Check your email for a course invitation to Canvas.
- Click the "Get Started" button, which should redirect you to a Canvas page.
- Accept the course invitation. Upon accepting, it should redirect you to a page that will allow you to either set up a new Canvas account or link a current Canvas account.
- If you do not already have a free Canvas account, proceed to create a new account. To create a new account, it will set your login to be your email, you simply need to set your password and accurate time zone.

Your new account should be all set. To log in to Canvas in the future, go to the following URL: https://canvas.instructure.com/login/canvas
Use your email and password to log in. Then click on your Archaeology 101 course.

To use the mobile Canvas app, you'll want to download the Canvas app. Upon downloading and opening the app for the first time, it will prompt you to "Find my School." Select this option and put in "Free Canvas Accounts." Select this option and proceed to log in with your email and password associated with your free Canvas account.

## Appendix: How to submit assignments on Canvas

From the course's Canvas home page, navigate to the assignments tab. Select the specific assignment from the list of assignments. Follow the instructions for the different cases of typed and handwritten submissions.

*For typed documents:*
- Click "Start Assignment" ("Submit Assignment" in the mobile app)
- Click "Upload File" ("Files" in the mobile app)
- Click "Choose File" (simply select the file in the mobile app)
- Navigate to the proper file and select it
- You may add any number of files by selecting "Add Another File"

*For handwritten documents:*
You may use a scanner, scanner app, or simply take photos of your work and submit the files by following the same steps outlined for typed documents. The best option may be to use the Canvas mobile app to submit the assignment and use the scanner feature as an option after selecting "Submit Assignment."

Please note, you may submit as many times as you would like prior to the assignment deadline. The most recent submission will count as your graded submission.

## Appendix: Academic Integrity

Students are expected to hold themselves to a Christian standard of ethics in all matters. This includes, but is not limited to, refraining from any forms of plagiarism, cheating, sharing or acquiring any materials that would give a student an unfair advantage, or any dishonest representation of one's work. Below are outlined the consequences for an infringement of academic integrity for a given assignment:

- First offense – A grade of zero is given for the assignment; the professor must notify the Registrar and Dean of Students. A statement goes into the student's file.
- Second offense – A grade of F is assigned for the course; the professor must notify the Registrar and Dean of Students. A statement goes into the student's file. The Dean of Students and/or Registrar will notify faculty of students who incur a second offense in this area.
- Third offense – The professor must notify the Registrar and Dean of Students. A statement goes into the student's file and the student may be suspended or dismissed from this institution.

## Appendix: Policy on Use of Generative Language Models For Written Assignments

The use of generative language models, such as ChatGPT, is not strictly prohibited and in some cases is very much encouraged as a research and brainstorming tool. However, all written assignments submitted as your own work should reflect your own personal writing. This prohibits copy and paste use of such tools, however, you may feel free to quote such tools provided that you make clear it is a quotation.

In general, you should treat generative language models as equivalent to speaking to another person. You may gain insight from them and be able to improve your value and productivity, but you should not misrepresent someone else's work as your own. These tools may also be treated somewhat like calculators in a math class. You may use them when appropriate and assignments may even assume their use in some ways, but all submitted work must be your own unless specified otherwise.