

**Andrews  University**  
 Seventh-day Adventist Theological Seminary  
**Old Testament Department**  
**ANEA/OTST 510: Archaeology of the Bible**  
 Online Course

Instructor: Robert D. Bates, Ph.D.  
 Contact Numbers:  
 e-mail:  
 Office:  
 Credit: 2-3

**Interactive Online Format**

This course follows an interactive online format and has Wednesday/Friday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. The last day to withdraw with a full refund is 15 days after this course begins.

**Assistance**

Username and password assistance	<a href="#">_____</a>	
Enrollment and cancellations	<a href="#">_____</a>	
Bookstore	<a href="#">_____</a>	
Technical assistance with Moodle	<a href="#">_____</a>	
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	
Exam requests	<a href="#">_____</a>	
Student Services Support & FAQ	<a href="http://www.andrews.edu/distance/students/">www.andrews.edu/distance/students/</a>	
Any other questions: <a href="#">_____</a>		

**Course Description:**

This course will introduce students to the archaeology of the Land of the Bible and its and material culture. It will examine selected topics on how the Bible is understood with the aid of archaeology and survey the peoples and cultures of the Bible from the early Hebrews (Bronze Age) to the divided monarchy (Iron Age).

**Structure:**

This class will proceed roughly in chronological order but can by no means cover every possible story or period found in the Bible. The content for this class is divided into three parts; 1) lectures will provide the foundation for understanding the historical and cultural context of the Bible; 2) readings will expose students to the literary development and to important themes in biblical archaeology and 3) research will provide a focused opportunity to better understand biblical archaeology.

**Revision Statement:**

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

### Textbooks:

- 1) Alfred Hoerth. *Archaeology and the Old Testament*. Baker Books, 1998.  
ISBN-13: 978-0801036255; ISBN-10: 0801036259
- 2) Philip King and Larry Stager. *Life in Biblical Israel*. John Knox, 2001.  
ISBN-10: 0664221483; ISBN-13: 978-0664221485
- 3) James Hoffmeier and Alan Millard. *The Future of Biblical Archaeology: Reassessing Methodologies and Assumptions*. Eerdmans, 2004. (selected articles, posted on Learning Hub)

### Student Learning Outcomes (SLOs):

By the end of this course the student will:

1. Acquire a sufficient vocabulary to discuss the role archaeology plays in understanding the Bible.
2. Identify biblical sites mentioned in the Bible and discuss their contribution to an understanding of civilizations and cultures found in the Bible.
3. Understand the historical and cultural context of the Old Testament.
4. Understand how archaeological data can be used to establish the context in which the texts were written and utilized.
5. Develop the analytical skills needed to distinguish between the legitimate uses of archaeology and illegitimate uses or false claims made in the name of archaeology about the Bible.
6. Analyze recent archaeological discoveries and report on their significance.
7. Explain the relationship between science and religion as it applies to biblical archaeology.
8. Apply the principles of biblical archaeology to your personal and public ministry.

### Seminary Outcomes (PLOs):

**Masters of Divinity (MDIV) Program Outcomes. The student should be able to:**

1. Explain Scripture in an exegetically and theologically sound manner from an Adventist perspective.
2. Engage in biblical and theological reflection as the basis for ministry.
3. Design and lead biblically, theologically sound and contextually relevant public worship services that incorporate calls to a decision for Christ and membership in the Seventh-day Adventist Church community.
4. Apply the principles of pastoral care to all aspects of ministry.
5. Organize, equip and mobilize congregations for effective, ethnic, and cross-cultural mission and ministry.
6. Demonstrate advanced understanding of Christian history; Seventh-day Adventist history; theology and practice; and the influence of Ellen G. White on Adventist history, theology, and lifestyle.

**MA Religion Program Outcomes. The student should be able to:**

1. Commit to a Bible-grounded, Christ-centered, and Spirit-filled approach to scholarly inquiry.
2. Promote Seventh-day Adventist identity and unity as pedagogical and scholarly inquiry.
3. Embrace multicultural community as the context for learning, worship and service.
4. Demonstrate understanding of the central issues of their selected specialties.
5. Evaluate, conduct, and effectively communicate research within their field of specialization.

**Credit-Hour Definitions:**

A *professional 2-credit* course taken at the Seventh-day Adventist Theological Seminary requires a total of 90 hours for course lectures, reading requirements and written assignments.

An *academic 3-credit* course requires 180 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 90 hours (135 hours for those students taking an additional hour of credit) for MDiv students, and 180 hours for MA students will be distributed in the following activities:

	<b>MDiv</b>	<b>MA</b>
Class Lectures:	30 hours	30 hours
Reading:	40 hours	85 hours
Written Assignments (/Sermons/Papers):	20 hours	65 hours

**Suggested schedule(s) to accomplish this work are included in this syllabus.**

**Course Delivery**

This is an online course and all students are expected to have a working computer that can connect to the internet, a working knowledge of their computer and the software on that computer, a good internet connection with sufficient speed to download the assignments and watch the lectures and a graduate level understanding of the English language.

**Learning Hub Access**

This course is delivered online through LearningHub at <http://learninghub.andrews.edu> and students are expected to have a working knowledge of how to access the online class material and use the Learning Hub.

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub before class begins if you have not already done so.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us.

### **Course Requirements:**

This online class **is not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### **Please Be Advised**

**The schedule is provided in advance so you may read ahead of the schedule of assignments.**

**Your dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact \_\_\_\_\_.**

1. *Assignments/Participation (10%)*. At the end of each lecture there will be review questions and a discussion forum. Students are required to watch all videos and answer the review questions after watching the lesson as well as participate in the discussion forums as outlined above. Each review question will be graded on accuracy of information, clarity of thought and ideological relevance. Review questions will help the student prepare for the exams. (5pts each)

Discussion forums are open ended and meant to be thought provoking. Answers should expand beyond the lecture and reflect a personal understanding of the topic. These questions will test whether the student can understand the current issues, synthesize the material and reflect on its impact. Each student will make an initial post (5pts) and then make 3 responses (6pts) to other students.

Each reading assignment must be read before coming to class whether there is a quiz or not.

2. *Quizzes (25%)*.

Quizzes are given in order to test your daily reading knowledge, assess learning and comprehension and reward students who keep up with their reading assignments. There will be a quiz at the beginning of the two-hour lectures covering the reading material assigned for that class period. These quizzes are posted online and should be taken before watching the lecture. Each quiz will take approximately 10-15 minutes (no extra time will be given). In addition, students are required to watch one of the posted Horn lectures and take notes. These notes and your observations which will be applied to your quiz score, an additional lecture may be applied as a bonus quiz.

### 3. Examinations (40%).

There will be two exams for this class. The Mid-term exam (Exam 1) will be taken on or about 6-7<sup>th</sup> week of class. This exam will cover the reading and lecture material and consists of questions drawn from the quizzes. The Final Exam (Exam 2) will be given at the end of the semester during exam week between July 29 – August 2. Exams may include multiple-choice, matching, and short answer questions and possibly a long essays that will give you the opportunity dazzle me with your knowledge.

**Midterm Exam:** This exam will cover the material from Weeks 1-6. You will have **60 minutes** only to complete the exam and **you can only take the exam once**. The exam will open at 12:00pm (EST) on a Sunday (Week 9) and close one week later at 12:00pm (EST) on a Sunday (see the schedule). This is not an open book exam and you can not use the internet or any other material to aid you while taking the exam. Additional information about the exam may be given later. The exam can not be paused so make sure that you have set aside sufficient time to complete the exam within the **60 minute session**.

**Final Exam:** The final exam is a proctored exam. This exam is also comprehensive and includes review questions from early quizzes and the Midterm as well as all new material covered since the Midterm. The final exam may include multiple-choice, true and false, matching and short answer questions as well long essays.

You will have **120 minutes** only to complete the Final Exam. Arrangements for the will be made using an independent third party who will administer the test. The Counseling and Testing center at Andrews University will make arrangements for a **Proctor**. You will be contacted regarding the time and place the exam will be administered.

#### **Proctor:**

The proctor is the person officially designated to give the exam in the absence of the teacher. He/she is responsible for printing and securing the exam until the test date. Once completed, the proctor is responsible for returning the exam. You may not access the paper exam either before or after it is taken. Instructors provide feedback on exams other than the final exam. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your iVUE page.

In the event that a student cannot meet the exam schedule, University rules will be followed regarding, absences and make-up exams.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email the instructor with the reason you cannot make this deadline, and a proposed date as close to the scheduled period as possible.

◆ *There will be no opportunity to earn extra points in order to improve the result of an examination score.*

5. *Research (20%)*.

All students taking this class for 2 credits are required to complete one research project of sufficient quality to be presented to the faculty or the students. This project is due by the 10<sup>th</sup> week of class, or two weeks before the semester ends. No late projects will be accepted. Students may choose from the options listed below or develop an independent project.

Students taking this class for **3 credits** are required to complete two research projects. For MA/PhD students one of the two projects must include a research paper that has been approved by the teacher.

Choose from the following options:

- A. *Archaeological Discoveries Portfolio*. Create a portfolio of five archaeological discoveries that are related to the historical and cultural context of the Old Testament. Focus on material that you could use in sermon preparation or other ministries. These five discoveries should have been found within the last 5-15 years and should may include pseudo-archaeological claims as well. Each discovery must include a 2-3 paragraph explanation of how the discovery relates to the Bible and its historical and cultural context. Ask for further details.

a. *Due at Week 3* : List of 5 discoveries (10pts)

b. *Due at Week 11*: Complete Portfolio including all Biblical texts, analogies, documentation, photos, biblical connections and applications etc. (50pts)

- B. *Critical Book Review*. Read one of the suggested books and write a general summary and critical book review (4-5pp). A presentation may also be required. For example: Dever, *Did God Have a Wife?* (or similar required for 3 cr.)

a. *Due at Week 3*: Choose a book and upload it to the Learning Hub (10pts)

b. *Due at Week 11*: Upload book review to the Learning Hub (50pts)

- C. *Independent Project*. Develop an independent project based on artifacts found in museums or collections that can be related to the Bible or a presentation on archaeology and the Bible. This project may require additional time and may need to be presented to the class or for the general public. All projects must be approved by the teacher and some type of research report or other documentation may need to be turned in as well (4-6pp). Ask the teacher for details but plan ahead.

- D. *Research Paper*. Prepare a 8-12 page research paper on an approved topic. (required for 3cr. MA/PhD students).

a. *Due at Week 3 Paper Topic and Bibliography of five main books* (5pts)

b. *Due at Week 10 Draft copy minimum 8 pgs.* (10pts)

c. *Due at Final Exam: Upload completed paper to the Learning Hub* (45pts)

## Grading:

The final grade for **MDiv** students will be calculated based on the following criteria: Quizzes 25%; Exams 40%; Research project 20%; Assignments 10%.

The final grade for 3 cr. **MA/PhD** students will be calculated based on the following criteria: Quizzes 25%; Exams 50%; Research project 25%.

### Grade Scale:

A	93-100%	B-	79-82%	D	57-67%
A-	90-92%	C+	76-78%	F	56% or below
B+	87-89%	C	71-75%		
B	83-86%	C-	68-70%		

## Video Recording

This class was recorded during the Fall of 2017. It represents the best information that we had at the time and the lecturers recognize that there are always new discoveries. Each student is required to watch the videos lectures before answering the Journal or Forum questions. In addition, there may be several onsite video recordings taken at various archaeological sites, while exploring the Holy Land or at important meetings. These interviews will give you a perspective on the lives of the actual archaeologists involved in the lectures for this class as well as other important people involved in archaeology. Each student will watch these videos as an extension of the lectures and take note of important details and topics that may be related to the lectures. Quiz and test material may be drawn from these interviews as well.

The video recordings and other course materials are for the educational use of the students currently registered in the current online course ANEA 510 Archaeology and the Bible and may not be copied or distributed to any other persons for any reason.

Please note that all Seminary distance course material is copyrighted. Thus, it is against our regulations to copy videos from Moodle, for personal or commercial use without the permission of the seminary at Andrews University. Please go to the Copyright Center at [www.andrews.edu/services/copyright](http://www.andrews.edu/services/copyright) for more information or contact Seminary Distance Learning Center for more information.

## Authorization for Online Courses

In compliance with existing US state laws regarding distance education, Andrews University may only offer online courses to students in states in which Andrews University has been granted authorization or is exempt from authorization to offer online courses. Each state has its own particular regulations, and this may also affect whether a student is permitted to take a proctored examination. If a student lives in a state in which he or she may take an online course, but is not permitted to take a proctored exam in that state, it is important to make special arrangements with the SDLC office as soon as possible. While it is AU's goal to offer online courses in all states, seeking authorization or exemption is an on-going process. Please



go to the SDLC web page ([www.andrews.edu/sem/sdlc](http://www.andrews.edu/sem/sdlc)) for the latest list of states in which AU is currently able to offer online courses and any restrictions that may apply.

### **Maintain Professional Conduct Both in the Classroom and Online**

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### **Netiquette**

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

### **Academic Accommodations**

Andrews University accepts and appreciates diversity in its students with disabilities. If you qualify for accommodation you may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and



scan. Email the completed form and disability documentation (if any) to \_\_\_\_\_ or fax it:

3. Email \_\_\_\_\_ to inform the School of Distance Education that a disability has been reported to Student Success.

Once you have completed the above process be advised:

1. changes on revised material depends much on meeting objectives, content development, editing, and following all the criteria for evaluation of an essay (as outlined in this syllabus). If your essay is not actually revised but merely edited (proofread with resulting minor surface-level changes), your grade will not reflect any significant percentage increase.
2. Please note that you cannot revise a paper you have not written. If you fail to turn in an assigned essay, you cannot submit a revision of that paper. You are encouraged to revise any paper with which you are not satisfied. Unfortunately you can only revise your essays. You cannot revise discussion board postings, journal entries, midterm exam, or final exam.

### **Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### **Commitment to Integrity**

As a student in this course and at this university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of the classroom.

<http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073>

### **Academic Honesty**

Students are expected to conduct their behavior in a manner that is consistent with the policies stated in the University bulletin. Students are not to cheat in any way, including but not limited to the copying of assignments, quizzes, or tests or the assistance of other students in the any form of dishonesty. Any form of cheating will receive a “0” and/or an “F” for the assignment and work can not be made up. You may also receive an “F” for the course. Even minor acts of dishonesty will be recorded. Indeed, students who are academically dishonest will be reported to the Dean of the Seminary and the Provost’s office and are subject to academic discipline. The teacher retains the right to question any work which looks suspicious. This can include but is not limited to checking all materials using plagiarism software, using internet scanning software or directly questioning of the material. Students should be able to explain any concepts or methods used in their written material.

“Honesty in all activities of life is important to the integrity of every Christian and every trustworthy citizen. The goal of education is to develop in students the ability for original thinking, critical judgment, and high standards of academic and professional integrity and accountability. Andrews University expects each student to display honesty in all academic matters. Academic dishonesty is a serious offense. It is

punishable by warning, receipt of a lower or failing grade, . . . or dismissal from the class..." (AU Bulletin, p. 19).

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Therefore, students are expected to display honesty in all academic matters and will not engage in dishonest activities including but not limited to:

- Falsifying or presenting falsified documents,
- Plagiarizing of any kind,
- Misusing copyrighted material and /or violating licensing agreements,
- Using media from any source or device including the internet in was that mislead, deceive, or defraud,
- Presenting another person's work as one's own,
- Using materials other than those specifically allowed by the teacher or program during a quiz or examination,
- Stealing, accepting, or studying from stolen quizzes or examination materials,
- Obtaining information from another student or any other source during an in-class or take home exam or test,
- Assisting others in acts of academic dishonesty such as falsifying attendance records or providing unauthorized course materials,
- Acting deceitful in any other academic matter.

## English Skills

Graduate Level English Language Skills are a prerequisite for this course. All students are expected to read, write and communicate in English at a level consistent with the course. No accomodation will be given for poor English language skills. Students (including native English speakers) having difficulty understanding or writing English should get help from the relevant services or seek professional editors before turning in assignments. This is a time-efficient way to enhance not only your grades, but also your effectiveness in communication, which is vital to ministry and teaching.

## Other Policies

In my classes I try my best to treat everyone with equal respect. I do *not* however, give extra work to help anyone pull up their grade or provide copies of the lecture materials other than those posted on the Learning Hub. Accommodations such as these imply that some students are treated different than their peers. Please prepare for the examinations by a careful reading of the textbook and taking good notes on the lectures. These are achievable goals. Be consistent in your behavior to meet them. Review your notes daily. Do your best the first time. It saves time and possibly tears later. This is consistent with the behavior of professional students, and ministers of the Gospel.

**All materials associated with this class are intended for the private use of current students only. No portion of the lectures, its handouts, tests, quizzes, lecture notes, videos, review material or any thing else may be copied or distributed in any fashion to anyone other than the period currently registered for the class. All the materials are copyrighted for the sole purpose of the online class. Do not upload photos, videos or other class materials to any public website for any reason.**

#### **INSTRUCTOR PROFILE**

Dr. Robert D. Bates is the Assistant Director of the Archaeological Publications and Research Associate in Near Eastern Archaeology and Egyptology at the Institute of Archaeology at Andrews University. He received his PhD in Biblical Archaeology and Old Testament Studies at Andrews University and did his post-doctoral research in Near Eastern Languages and Civilizations with an emphasis in Egyptology and Assyrian Literature at the University of Chicago. A veteran of over 18 seasons of excavation, he has worked on several archaeological projects in Transjordan including Tall al-Umayri, Tall Hisban, Tall Jalul and Khirbet Ataruz in Jordan. He also works with the Department of Antiquities of Jordan to develop databases for managing ancient artifacts kept in their archaeological museums of Jordan. His research interests include Egypt and the Bible, Archaeology and Biblical Kings, Iron Age material culture and ceramic typologies and Archaeology and emerging technologies.

#### **Suggested Readings:**

- Aubin, Henry. *The Rescue of Jerusalem*. Doubleday, 2002.
- Avi-Yonah, Michael. *A History of Israel and the Holy Land*. Continnum, 2001.
- Levy, Thomas E. ed. *The Bible and Radiocarbon Dating*. Equinox, 2005.
- Ben-Tor, Amnon. *The Archaeology of Ancient Israel*. Yale Press, 1992.
- Ben-Tor, Amnon. *Hazor: Canaanite Metropolis, Israelite City*. Biblical Archaeology Society, 2016.
- Biran, Avraham. *Biblical Dan*. Israel Exploration Society, 1994.
- Currid, John. *Doing Archaeology in the Land of the Bible*. Baker Books, 1999.
- Dever, William G. *Beyond the Text: An Archaeological Portrait of Ancient Israel and Judah*. SBL Press, 2017
- Dever, William G. *Did God Have a Wife? Archaeology and Fold Religion in Ancient Israel*. Eerdmans Publishing, 2005.
- Dever, William G. *The Lives of Ordinary People in Ancient Israel: When Archaeology and the Bible Intersect*. Eerdmans Publishing, 2012.
- Garfinkel, Yosef. *Solomon's Temple and Palace: New Archaeological Discoveries*. Biblical Archaeological Society, 2016.
- Hanson, K.C. and Douglas Oakman. *Palestine in the time of the Jesus*. Fortress Press, 1998.
- Herzog, Chaim and Mordechai Gichon. *Battles of the Bible*. Greenhill Books, 1997.
- Hyland, Ann. *The Horse in the Ancient World*. Sutton, 2003.
- McNutt, Paula. *Reconstructing the Society of Ancient Israel*. John Knox, 1999.
- McRay, John. *Archaeology and the New Testament*. Baker Books, 1992.
- Moreland, Milton C. *Between Text and Artifact*. Atlanta: SBL, 2003.
- Price, Randall. *The Stones Cry Out: What Archaeology Reveals About the Bible*. Harvest House, 1997.
- Rast, Walter. *Through the Ages in Palestinian Archaeology*. Trinity Press, 1992.

Stern, Ephraim. *Archaeology of the Land of the Bible*, Vols. I and II. Doubleday, 2001.

Ussishkin, David. *Biblical Lachish: A Tale of Construction, Destruction, Excavation and Restoration*.  
Biblical Archaeology Society, 2014.

Vaughn, A. and Ann Killebrew, ed. *Jerusalem in the Bible and Archaeology*. Atlanta: SBL, 2003.

Week 1	Class Introduction and Syllabus Robert D. Bates, PhD	<i>Chadwick</i> Ch. 1, pp. 3-19, Moodle	<p><b>Zoom Meeting:</b> Introduction to the class and questions about the syllabus</p> <p><b>Review Questions:</b> <a href="#">Why are you taking this class?</a>; <a href="#">What do you hope to learn from this class?</a>;</p> <p><b>Forum:</b> <a href="#">Secular Archaeologists</a></p> <p><b>Survey:</b> Presurvey on understanding the role of science and religion (not every semester)</p>	SLO: 1, 2, 3, 4, 5
2	Discovering Archaeology by Robert D. Bates, PhD	<i>OT Arch.</i> Ch. 1, pp. 13-30; <i>Life in Biblical Israel</i> Ch. 1 pp. 1-19	<p><b>Quiz: Hoerth: Ch. 1</b></p> <p><b>Review Questions:</b> What is Biblical Archaeology?; <a href="#">What are the main goals of archaeology?</a>; <a href="#">What can we not learn about the Bible through Archaeology?</a>;</p> <p><b>Forum:</b> <a href="#">Prove it!</a></p>	SLO: 1, 2, 5, 6
	<a href="#">The Purpose of Biblical Archaeology</a> Robert D. Bates, PhD	<a href="#">Death of Archaeology - Dever</a> <a href="#">Andrews Archaeology - Younker</a>	<p><b>Quiz: Andrews Way Quiz</b></p> <p>Online <b>Review Questions:</b> <a href="#">What is the purpose of the Bible?</a>; <a href="#">The Bible and History</a></p> <p><b>Forum:</b> Conflict; Who should dig with us?</p> <p><b>MA/PhD/3cr students:</b> Learning Hub book review choice for approval (10pts)</p>	SLO: 1, 2, 3, 4, 5, 6
3	The History and Development of Biblical Archaeology Paul Gregor, PhD	Chadwick p. 3-8, 9-19 part 1 and 2	<p><b>Quiz:</b> Chadwick Quiz</p> <p><b>Review Question:</b> Important People</p> <p><b>Due:</b> Archaeology Portfolio List 5 discoveries</p> <p><b>MDiv/2cr:</b> List of 5 Discoveries for approval</p> <p><b>MDiv/2cr:</b> Book Review for approval</p>	SLO: 1, 2, 4, 6
4	Mesopotamia and the Bible	<i>OT Arch.</i> Ch. 2-4, pp. 31-100	<p><b>Quiz: Hoerth Ch. 3: Abram</b> Pg. 44-74</p> <p><b>Review Questions:</b> Uruk; Sargon; Mari</p> <p><b>Forum:</b> Origin Stories</p> <p><b>MA/Phd/3cr. students:</b> Upload Research Paper topic to the Learning Hub (5pts)</p>	SLO: 1, 2, 3, 4, 6
	Science and Truth	Learning Hub Online Video: Scientific Process	<p><b>Zoom Meeting 2:</b> Discuss topics, discoveries and science.</p> <p><b>Review Questions:</b> Science and Truth; Measuring Truth</p> <p><b>Forum:</b> Can Science Answer All Questions?</p>	SLO: 1, 4, 5

5	Archaeology and Chronology	<b>Learning Hub Link:</b> Ministry Magazine - <i>Issues with Genealogies</i>	<b>Quiz:</b> no quiz  <b>Review Questions:</b> Types of Chronologies; What is Stratigraphy?  <b>Forum:</b> EG White says	SLO: 1, 2, 3, 4, 5, 6
	Chronology and Abraham	<i>OT Arch.</i> Ch. 5, pp. 101-123; <b>Learning Hub Link:</b> Paul Ray – <i>Issues with Chronology</i>	<b>Quiz:</b> Hoerth Ch. 5 Quiz  <b>Review Questions:</b> Short Chronology; Long Chronology; Long and short  <b>Forum:</b> Hyksos and the Bible	SLO: 1, 2, 3, 4, 5, 6 PO:2
6	Wonders of Egypt	<i>OT Arch.</i> Ch. 6, pp. 124-143	<b>Quiz:</b> Hoerth Ch. 6  <b>Review Questions:</b> Taxes  <b>Forum:</b> Upper and Lower Egypt	SLO: 1, 2, 3, 4, 5, 6 PO: 3
	Joseph in Egypt	<i>OT Arch.</i> Ch. 7/8, pp. 223-239	<b>Quiz:</b> Hoerth Ch. 7/8  <b>Review Questions:</b> Evidence of Joseph; Long and short sojourn; short implications  <b>Forum:</b> Tale of two brothers	SLO: 1, 2, 3, 4, 5, 6 PO: 3
7	Midterm Exam		<b>MA/PhD/3cr:</b> Critical Book Review	SLO: 1, 2, 3, 4, 6, 7 PO: 1, 2, 4, 6
	What is Cult?	<i>Life in Biblical Israel</i> Ch. 6, pp. 319-63.	<b>Quiz:</b> Cult Quiz  <b>Review Questions:</b> Elements of cult; Symbols of Cult  <b>Forum:</b> The Egyptian Triad	SLO: 1, 2, 3, 4
8	Conquest and Settlement	<i>OT Arch.</i> Ch. 10, pp. 201-222	<b>Quiz:</b> Hoerth Ch. 10  <b>Review Questions:</b> What do scholars say about the conquest; What did Kenyon say?  <b>Forum:</b> Out of the ashes of Jericho	SLO: 1, 2, 3, 4, 5, 6 PO: 3
9	Archaeology in Ministry and Evangelism	<i>OT Arch.</i> Ch. 11, pp. 223-239	<b>Quiz:</b> Hoerth Ch. 11  <b>Review Questions:</b> Sources; Relationship/story approach  <b>Forum:</b> Principles of presentation	SLO: 1, 5, 7 PO:3,4

10	A Day at the Museum	<i>Life in Biblical Israel</i> Ch. 3, pp. 125-76. <b>Learning Hub:</b> Biblical Artifacts in the Horn Museum	<b>Quiz:</b> Arts/Crafts	SLO: 1, 2, 3, 4, 5, 6, 7
	Archaeology of David and Solomon	<i>OT Arch.</i> Ch. 12-14, pp. 240-295; <i>Life in Ancient Israel</i> pp. 201-258.	<b>Quiz:</b> Hoerth Ch. 13-14  <b>Review Questions:</b> How We Know there was a David; Gezer  <b>MA/Phd/3cr. students:</b> Upload draft copy of Research Paper to the Learning Hub (10pts)	SLO: 1, 2, 3, 4, 6 PO: 3
11	Iron Age IIB and the History of Judah	<i>OT Arch.</i> Ch. 15-17, pp. 296-367	<b>Quiz:</b> Hoerth Ch. 16-17  <b>Review Questions:</b> Horvat Teman; Iron Age Discoveries  <b>Forum:</b> Did God have a wife? <b>Due:</b> <b>MDiv/2 cr. Students:</b> Upload to the Learning Hub – Completed Assignment – Archaeological Discovery Portfolio with 5 archaeological discoveries and documentation.  <b>MDiv/2 cr. Students:</b> Upload Critical Review of a book that has been approved to the Learning Hub  <b>MDiv/2 cr. Students:</b> Upload Video Worship or Reflection to the Learning Hub	SLO: 1, 2, 3, 4, 6 PO: 3
12	FINAL EXAM		<b>MA/Phd/3cr. students:</b> Upload completed Research Paper to the Learning Hub (45pts)  Post-survey: Survey on what you have learned about science and religion	SLO: 1, 2, 3, 4, 5, 6, 7 PO: 1, 2, 4, 6



APPENDIX 1  
CRITERIA FOR ASSESSMENT GUIDELINES

**THE B GRADE**

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

**THE A GRADE**

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

**THE C GRADE**

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

**THE D GRADE**

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

**FAIL**

The Fail grade is given when very limited or no demonstrable competency has been observed.

**INCOMPLETE**

An Incomplete is given only when a major portion of the course work has been completed; the remainder unfinished due to illness or unavoidable circumstances, not because of negligence or poor performance. Be advised I DO NOT GIVE INCOMPLETES IN THIS CLASS. If you can not complete the class in the semester, drop the class and take at a later time. If you have other circumstances please contact me so we can discuss your issues.