



Instructor: Dr. Andy Creekmore

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Office Hours: MWF 11-12; MF 2:25 – 3:25.

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Course URL: www.unco.blackboard.com

Course Description

This course reviews the archaeological context of sacred texts including the Hebrew Bible and New Testament, and to a limited extent the Koran. Our goal is not to test or verify the accuracy of these texts, but to illuminate the land and cultures that existed in the southern Levant, or Syro-Palestine, at the time of the events that the texts describe and in the periods that immediately preceded them. Considering that this course covers topics that are closely tied to religion, students may expect that their religious beliefs could be affirmed or challenged when confronted with archaeological and historical data. We will review the archaeological pre/history of the region from the Neolithic to the Roman Period, the history (briefly) of Judaism, Christianity, and Islam, and the history of archaeological research in the region. For each period we will emphasize ritual practice in order to establish a comparative thread for discussion. A point of emphasis is the role that “the land” plays in the construction of sacred heritage in the three religions. This heritage is contested and subject to willful destruction by competing narratives.

Required Texts

1) Two books, both required:

- Isbouts, Jean-Pierre 2007
The Biblical World: An Illustrated Atlas. Washington, D.C.: National Geographic
ISBN-10: 1426201389
ISBN-13: 978-1426201387
- Mazar, A. 1992. *Archaeology of the Land of the Bible: 10,000 - 586 BCE*. London: Doubleday.
ISBN-10: 0385425902
ISBN-13: 978-0385425902

2) Readings posted to Blackboard (<http://bb.unco.edu> or <http://unco.blackboard.edu>)

During some weeks your reading load will be light, for others it will be heavier. Be sure to look ahead on the syllabus periodically so you can manage your preparation time effectively.

Learning Outcomes

In this course students will:

- Describe the major cultural developments between 12,000 B.C.E. – AD 100 in the Fertile Crescent, with an emphasis on Israel, Palestine, and portions of Arabia, Mesopotamia, and Egypt.
- Identify and distinguish the core heritage values of Judaism, Christianity, and Islam and their connection to the sacred texts, landscapes, and places of the southern Levant.
- Analyze the manner in which archaeological resources are produced, interpreted, displayed, and destroyed in the Middle East, both today and in the past.

Departmental Learning Outcomes

This course addresses two of our department learning goals:

- Students will be able to explain the diversity of humankind, past and present. This includes knowledge of how social practices vary across cultures, understanding of the ways that

humans adapt to their environment, and knowledge of the ways that material remains are used to interpret past human behavior.

- Anthropology major graduates will be able to formulate an argument and use anthropological evidence to support it.

Instructional Methodology

This course includes lectures, class discussion, activities and presentations. We will utilize the Blackboard online portal (<http://bb.unco.edu>) for access to additional readings, videos, labs, study guides, and other material. If you need assistance with blackboard, contact the Technical Support Center at <https://www.unco.edu/it/forms/callsupport.htm> or call (970) 351 – 4357 or 1-800-545-2331 (M-Th 7am – midnight; F 7am-5pm; SS noon to 7pm).

Instructor-Student Communication

Students should not hesitate to contact me with any questions, comments, or concerns. I may be reached at the email address, phone and office above. If my office hours conflict with your schedule then you should contact me to schedule an appointment. Grades, announcements, and assignment guidelines will be posted to **Blackboard**. (<http://bb.unco.edu> or <http://unco.blackboard.edu>) Please check Blackboard and your UNC email regularly.

Students With Disabilities

Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are required to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure that appropriate accommodations are implemented in a timely manner.

Course Policies

- Make-up assignments are given only when true emergencies occur, and only with proper documentation, such as a doctor's note. If you find yourself in such a situation please contact me before the assignment or class if at all possible.
- Students who add the course late are expected to contact me immediately and complete any missed assignments within 1 week of adding the course.
- Late work is NOT accepted unless an excused absence has been granted, with all supporting documentation.
- There is NO extra credit.
- The use of electronic equipment in class, including cell phones, music players, laptops, etc., is prohibited unless special permission is granted by the Professor for note taking or an activity. *Failure to adhere to this policy will result in a reduction of your grade.*

Academic Misconduct:

Cheating, plagiarism, forgery, and all other forms of academic misconduct are unacceptable in this course, and at UNC. Please familiarize yourself with the UNC Student Code of Conduct: <http://www.unco.edu/dos/assets/pdf/StudentCodeofConduct.pdf>. Lack of knowledge of these requirements will not be viewed as an excuse for noncompliance. Cheating, plagiarism, or forgery will result in a zero for that assignment. Please especially avoid plagiarism in composing your written assignments. To plagiarize is to present the words or ideas of some else as if they were your own, but can also include turning in the same paper or work, even if is your own, in multiple classes. In other words, if you are cutting and pasting from any source, reusing material from another class, or closely following the format/content of another paper, you must cite the source in every instance. This includes websites, books, unpublished papers, lectures, etc. Penalties for plagiarism range from a failing grade on the assignment or course to more comprehensive University disciplinary action.

For more information about plagiarism and university policies, consult this website:
<http://unco.smartcatalogiq.com/current/Graduate-Catalog/General-Information/Policies-and-Procedures/Plagiarism.aspx>

Assistance

If you are having difficulty with the course, do not hesitate to contact me for assistance. Grades, announcements, and assignment guidelines will be posted to **Blackboard**. (<http://bb.unco.edu> or <http://unco.blackboard.edu>) Please check Blackboard and your UNC email regularly.

Video Assignments

Some days we will watch a film or I may assign a short web video or film. You should treat these films as an extension of the readings, meaning that questions related to the films may appear in class discussions.

Evaluation

Your grade is based on your combined score for the following activities. For a fuller explanation of each category, see the instructions that follow.

<i>(% of final grade)</i>	<i>Description</i>
25%	Midterm: covers material until the midterm.
25%	Final Exam: covers material after the midterm but the map and written portions may include material from before the midterm as indicated.
10%	Map Quiz
10%	Book review and video review (5% each)
10%	Presentation (in groups of 3-4, see below).
10%	In-class writing responses or quizzes, and any other assignments. These activities may take place individually or in groups. Be sure to come to class prepared to work together to discuss issues related to the course content.
10%	Participation and citizenship. Attendance will be combined with observations of your behavior and participation during class activities and discussion. Your grade will drop in cases of poor attendance or citizenship, including texting or fiddling with electronic devices, arriving late or leaving early without giving prior notice and explanation, lackadaisical or unengaged completion of activities, or failure to fulfill obligations to your peers during group activities.

Dates of special significance.

- September 12: submit your video and book review choice by this date for approval.
- September 26: Map Quiz
- October 14: Midterm
- November 11: Video and book review due
- Dec 5, 1:30 - 4PM: Final Exam in our regular classroom

Exam Policies

Make-up exams will be given at the instructor's discretion. If an exam is missed due to unforeseen circumstances such as illness or family emergency, arrangements will be made so no penalty is imposed, but **only if the legitimacy of the absence is adequately documented** (doctor's excuse, accident report, etc.) **AND the instructor is contacted within 24 hours of the examination date.** All make-up exams must be taken within one week after the exam. Otherwise, the student will receive a "0" for that exam. Both exams will be open book and timed. You will only have one opportunity to take the exam.

Guidelines for presentations

Presentations will take place in groups of 3-4 people throughout the semester on dates assigned by the professor. Presentations may be on any topic of your choosing that relates to the course topics (e.g. people, places, sites, concepts, artifacts, new discoveries, current events, etc.) but must adhere to the following criteria:

- Topic must relate to archaeology and be pre-approved by the professor; no duplicate topics will be allowed. If you are struggling with your topic, ask the professor for leads.
- Presentations should last 10-15 minutes, no more and no less.
- Presentations must explain who, what, when, and where in relation to the topic, and why it is relevant and interesting for this class.
- Visual aids (e.g. slides) are essential to illustrate the topic but should be used in proportion to the time allotted (e.g. more than 15-20 slides is probably too many).
- Presenters should devise three questions to stimulate discussion about the topic.
- Presentations should use at least three sources.
- A two page summary of the presentation (typed 12 point Times New Roman, 1" margins) should be turned in along with a copy of your slides. The summary should cover all the main points as described above.

Guidelines for the video review

There are a great number of films about the Holy Land. You should locate one film of at least 25 minutes duration and write a two page review (typed 12 point Times New Roman, 1" margins). The video can come from a library, youtube, netflixes, etc. **You must receive approval from the professor for your chosen film and no duplicate reviews will be permitted.**

Your review should include the following:

- Full reference for the film including title, producer, director, or publisher, duration, where it can be obtained and the web link if found online. NOTE: a film on youtube might not include the full title, publisher, etc., in which case you will need to do some research to figure out those important details.
- A synopsis (brief summary) of the film that describes what it contains, the plot or structure, information conveyed, visuals employed, etc., and a discussion of what you believe to be the purpose of the film and its intended audience. The synopsis **should not be longer than ½ page.**
- A discussion of how the video relates to our course content (**one paragraph**).
- A critique of the film as far as clarity, visuals, whether the material presented is accurate and based in evidence.

Guidelines for the book review

You should locate a book about some aspect of the archaeology or heritage of the holy land and write a two page review (typed 12 point Times New Roman, 1" margins). **You must receive approval from the professor for your chosen book and no duplicate reviews will be permitted.**

Your review should include the following:

- Full reference for the book including title, author, date, publisher, etc.
- A synopsis (brief summary) of the book that describes what it contains, the thesis, plot or structure, information conveyed, visuals employed, etc., and a discussion of what you believe to be the purpose of the book and its intended audience. The synopsis **should not be longer than 1 page.**
- A critique of the book as far as clarity, visuals, whether the material presented is accurate and based in evidence, whether the book achieves its goals, etc. The critique **should not be longer than 1 page.**

Grading Scale (Note: Final grades are *not* negotiable).

<u>Percentage</u>	<u>Letter Grade</u>	<u>Quality Points</u>
93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667
78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

Guidelines for Assignments: follow these unless superseded by assignment-specific instructions.

- Most out-of-class, individual assignments will take a few hours to complete. Group activities will take considerably longer. You should coordinate with your group members and get started early on all group projects. Group projects will be peer-evaluated to ensure equitable participation.
- ***I will not accept late assignments*** – *late material will receive a zero (0) for the assignment.* “Late” means any time after the conclusion of class in which the activity takes place, or the conclusion of class on the due date, if announced.
- All typed assignments should be in 12 point New Times Roman Font, double-spaced with 1” margins, unless otherwise noted.
- Activities or assignments that fail to follow instructions will receive a grade of zero.
- Assignments will be graded for quality (how well they answer the questions posed), completeness (addressing all aspects of the assignment), and integration, when necessary (e.g. paragraphs should be in essay format, not simply a list of answers to questions).
- Missed assignments can only be made up in cases of documented emergencies or approved academic conflicts.

COURSE SCHEDULE: TOPICS AND READINGS

Readings not in the textbooks are posted to Blackboard; refer to Blackboard for updates to course content or assignment instructions. Please read the assigned chapter or article **BEFORE** the class week for which it is listed.

*****NOTE: The schedule or topic of readings or assignments may change during the course. Be sure to check Blackboard each week for announcements of any changes.**

WEEK AND TOPIC

WEEK 1 AUG 22, 24, 26 What and where is holy land? Why and for whom is it holy?

Readings:

- The Biblical World, An Illustrated Atlas (BW) pp. 11-21.
- Archaeology of the Land of the Bible (ALB) CH 1 (pp. 1-9; 350-353);
- Mazor, Yair, Ron Shapiro, Richard C. Lux, and Mohammed Aman (1998). What Makes the Holy Land Holy? *Digest of Middle East Studies* 7(2):4-16.

WEEK 2 AUG 29, 31, SEPT 1 Geography of Holy Land; The politics of archaeology and archaeological sites in the Holy Land

Readings:

- Biger, Gideon (2008). The Boundaries of Israel – Palestine Past, Present, and Future: A Critical Geographical View. *Israel Studies* 13(1):68-93.
- Bunimovitz, Shlomo, and Avraham Faust (2010). Re-Constructing Biblical Archaeology. Toward an Integration of Archaeology and the Bible. In *Historical Biblical Archaeology and the Future: The New Pragmatism*, edited by Thomas E. Levy, pp. 43-54. London: Equinox.
- Meyers, Eric M. (2012). The Quest for the Temple Mount. The Settler Movement and National Parks in Israel. In *Archaeology, Bible, Politics, and the Media*, edited by Eric M. Meyers and Carol Meyers, pp. 202-215. Winona Lake, Indiana: Eisenbrauns.
- Rudoren, Jodi (2013). Jews Challenge Rules to Claim Heart of Jerusalem. *New York Times*. http://www.nytimes.com/2013/09/22/world/middleeast/jews-challenge-rules-to-claim-heart-of-jerusalem.html?_r=0 Accessed August 3, 2016.

WEEK 3 SEPT 7, 9 (NO CLASS SEPT 5) The Neolithic Period.

Readings:

- ALB CH 2
 - BW pp. 21-26
 - Kuijt, Ian, and Meredith S. Chesson (2007). Imagery and Social Relationships: Shifting Identity and Ambiguity in the Neolithic. In *Image and Imagination: A Global Prehistory of Figurative Representation*, edited by Colin Renfrew and Ian Morley, pp. 211-226. Oxford: Oxbow Books.
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WEEK 4 SEPT 12, 14, 16 The Chalcolithic Period

Readings:

- ALB CH 3
- Joffe, Alexander T., J. P. Dessel, and Rachel S. Hallote (2001). The "Gilat Woman": Female Iconography, Chalcolithic Cult, and the End of Southern Levantine Prehistory. *Near Eastern Archaeology* 64(1/2):8-23.

Monday: submit your video and book review choice by this date for approval.

Friday: Presentation 1

WEEK 5 SEPT 19, 21, 23 Early Bronze Age

Readings:

- ALB CH 4
- BW pp. 27-45.
- Adams, Matthew J., Jonathan David, Robert S. Homsher, and Margaret E. Cohen (2014). The Rise of a Complex Society: New Evidence from Tel Megiddo East in the Late Fourth Millennium. *Near Eastern Archaeology* 77 (1):32-43.
- Shai, Itzhaq, Haskel J. Greenfield, Annie Brown, Shira Albaz and Aren M. Maeir (2016). The Importance of the Donkey as a Pack Animal in the Early Bronze Age Southern Levant: A View from Tell es Safi / Gath. *Zeitschrift des Deutschen Palästina-Vereins* 132(1):1-25.

Friday: Presentation 2

WEEK 6 SEPT 26, 28, 30 Intermediate Bronze Age

Readings:

- ALB CH 5
- De Miroshedji, Pierre (2009). Rise and Collapse in the Southern Levant in the Early Bronze Age. *Scienze Dell'Antichità* 15:101-129.

Monday: Map Quiz

Friday: Presentation 3

WEEK 7 OCT 3, 5, 7 Middle Bronze Age

Readings:

- ALB CH 6
- BW pp. 47-77
- BW pp. 79-108 (optional)
- Burke, Aaron (2011). The Archaeology of Ritual and Religion in Ancient Israel and the Levant and the Origins of Judaism. In *Oxford Handbook of the Archaeology of Ritual and Religion*, edited by T. Insoll, pp. 895-907. Oxford: Oxford University Press.

Friday: Presentation 4

WEEK 8 OCT 10, 12, 14 Late Bronze Age

MIDTERM FRIDAY Oct 14

Readings:

- ALB CH 7
- BW pp. 109-115
- BW pp. 116 – 141 (optional)

WEEK 9 OCT 17, 19, 21 Iron Age I

Readings:

- ALB CH 8
- BW pp. 143-166.
- Hesse Brian, and Paula Wapnish (1998). Pig Use and Abuse in the Ancient Levant: Ethnoreligious Boundary-Building with Swine, in *Ancestors for the Pigs: Pigs in Prehistory*, edited by Sarah M. Nelson pp. 123-135. Philadelphia: Univ. of Pennsylvania Museum.

Friday: Presentation 5

WEEK 10 OCT 24, 26, 28 Iron Age IIA

Readings:

- ALB CH 9
- BW pp. 170-197.
- Nakhai, Beth Alpert (2015). Where to Worship? Religion in Iron II Israel and Judah. In *Defining the Sacred: Approaches to the Archaeology of Religion in the Near East*, edited by Nicola Laneri, pp. 90-101. Oxford: Oxbow.

Friday: Presentation 6

WEEK 11 OCT 31, NOV 2, NOV 4 Iron Age IIB-C

Readings:

- ALB CH 10, 12
- BW pp. 200 – 229.

Friday: Presentation 7

WEEK 12: NOV 7, 9, 11 Persian and Hellenistic Periods

Readings:

- BW pp. 232-243; 244-255.
- TBA

Friday: Video and Book Review due

Friday: Presentation 8

WEEK 13: NOV 14, **NO CLASS Nov 16, 18** Roman Period

Readings:

- BW pp. 256-263.
- TBA

WEEK 14: NOV 21, 23, **NO CLASS NOV 25** The World of Jesus

Readings:

- BW pp. 266-303.
- TBA

WEEK 15: NOV 28, 30, DEC 2 Islamic expansion and the new era

Readings:

- BW pp. 338-343
- TBA

WEEK 16: Final Exam **Mon Dec 5, 1:30 - 4PM** in our regular classroom
