Course Description

An examination of the archaeological and historical background of ancient Israel during the 2nd and 1st millennium BCE through an analysis of the ancient sources and material culture of the southern Levant.

Course Objectives/Student Learning Outcomes

After completing this course students will:

• Begin to understand the history and material culture of ancient Israel from the Canaanite era until the end of Persian control of the southern Levant (2000-332 BCE).
• Be able to analyze ancient Near Eastern sources as historiographical works - particularly the historical books of the Hebrew Bible/Old Testament.
• Be able to identify the material remains of ancient Israel and their neighbors through the excavated remains at sites in Israel, Jordan, Syria, and Lebanon.
• Have developed a method for understanding the interplay between ancient texts and artifacts, and how this interplay may illuminate the history of ancient Israel.
## Course Requirements

- **30%** - 11 Weekly reading quizzes on the assigned reading (drop lowest)
- **30%** - 6 General quizzes/responses; see schedule (drop lowest)
- **40%** - Exams (Mid-term and Final) of multiple-choice and short essay questions

## Course Reading

4. Hebrew Bible/Old Testament - e.g., Bible Gateway
5. Additional resources will be posted on Blackboard.

## WK | Topic | Period (BC/BCE) | Reading | Reading/Assignments
---|---|---|---|---
1 | Introduction - Geography, Biblical Studies, and History of Research | Overview | Hoffmeier 7-32 | a. Geography Quiz (in class) - Jan 18; 1. Reading Quiz - Jan 18
2 | The Origins of the Canaanite and Israelite World - the Middle Bronze Age | Middle Bronze (2000-1550) | Hoffmeier 33-38; Genesis 12-22 | 2. Reading Quiz - Jan 25
3 | The Egyptian Domination of Canaan - the Late Bronze Age | Late Bronze (1550-1200) | Hoffmeier 49-64; Exodus 3-15 | 3. Reading Quiz - Feb 1
4 | The Israelite Conquest - History or Myth? | Late Bronze (1550-1200) | Hoffmeier 65-76; Joshua 1-11 | b. Chronology Quiz (in class) - Feb 8; 4. Reading Quiz - Feb 8
5 | The Emergence of New Peoples | Iron I (1200-1000) | Hoffmeier 77-86; Judges 1; 13-21; 1 Sam 4-7 | 5. Reading Quiz - Feb 15
6-7 | The United Monarchy - Empire or Local Chiefdom? | Early Iron IIA (1000-900) | Hoffmeier 87-98; Mazar 15-30 (BB); Finkelstein 31-42 (BB) McKinny 8-12; 2 Samuel 1-11; 1 Kings 1-4; 9 | 6. Reading Quiz - Feb 22; Mid-Term Exam - March 1
8 | The Early Divided Monarchy | Late Iron IIA (900-800) | Hoffmeier 99-114; McKinny 13-19; 1 Kings 12; 15-16; 22 | 7. Reading Quiz - March 8
9/10 | The Middle Divided Monarchy | Early Iron IIB (800-734) | Hoffmeier 100-114; McKinny 20-23; 2 Kings 1-14 | c. "Bad Guys and Gals" Quiz (in class) - Mar 22; 8. Reading Quiz - Mar 22; d. Documentary Response - Mar 29
11/12 | The Advance of the Neo-Assyrian Empire | Late Iron IIB (734-701) | McKinny 24-29; 2 Kings 15-20; Isaiah 6-14 | 9. Reading Quiz - April 5; e. Documentary Response - April 12
13/14 | Judah Alone and the Rise of the Neo-Babylonian Empire | Iron IIC (701-586) | Hoffmeier 115-124; McKinny 30-34; 2 Kings 21-25; Obadiah; Jeremiah 40-41 | 10. Reading Quiz - April 19
15/16 | The Province of Yehud - Exile and Return | Babylonian and Persian (604-332) | Ezra; Haggai | 11. Reading Quiz - May 1 Final Exam - 8:00-10:30 AM May 8 (Wed)

## Grading Scale:
- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 59 or below
### Instructor’s Policies

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Conduct</td>
<td>Students are expected to be civil and respectful during class. Arriving late and leaving early are distracting; please be on time, and do not leave before the end of class unless you tell me in advance. Also refrain from excessive talking, sleeping, or using cell phones. You may use a laptop for taking notes as long as you do not distract your neighbors by using the internet.</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>Plagiarism and other forms of cheating are serious offenses and will be treated as such. Depending on the severity of the offense, cases of academic dishonesty may result in a zero on the assignment; repeat offenders may receive an F in the course. I will report cases of academic dishonesty to the Office of Student Engagement and Success. For disciplinary procedures pertaining to academic dishonesty, see the Student Code of Conduct.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance is necessary for success in this class; it is also required. After your fifth absence, you will lose two points from your final grade for every absence, excused or unexcused. Use your five free passes wisely. Students who come to class after roll call will be counted absent unless they notify me of their tardiness immediately following the class to have the absence removed.</td>
</tr>
</tbody>
</table>

### University Polities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard</td>
<td>This course uses Blackboard to post grades and course materials (syllabus and supplementary handouts, lecture outlines, reading response questions, and study guides). You automatically have access to Blackboard by being registered for this class. To log on, go to <a href="https://iol.tamucc.edu">https://iol.tamucc.edu</a>. If you have problems logging on, please contact the Island Online Helpdesk at 825-2825.</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.</td>
</tr>
<tr>
<td>Disability Services</td>
<td>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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.</td>
</tr>
<tr>
<td>Grade Appeals Process</td>
<td>As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: <a href="http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf">http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf</a>. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, <a href="http://cla.tamucc.edu/about/student-resources.html">http://cla.tamucc.edu/about/student-resources.html</a>.</td>
</tr>
<tr>
<td>Dropping a Class</td>
<td>I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. <strong>Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.</strong> Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.</td>
</tr>
</tbody>
</table>