

Archaeology of the Holy Land B: New Testament, Classical, and Later Periods

RELI/JUS/ARCH ---

Instructor: Steven H. Werlin

Class Time: Mondays and Wednesdays 5:00 – 6:15

Class Location: XXX

Office Hours: Monday and Wednesday 4:00 – 5:00

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Course Description

The course covers the archaeology of Palestine (ancient Canaan, Judaea, modern Israel and territories) from the Hellenistic period to the Crusader Period. We will examine such topics as the Dead Sea Scrolls, Jerusalem in the time of Jesus, Masada, the development of early synagogues and churches, and the rise of Islam in Palestine. Through slide-illustrated lectures, the students will explore the rich history of the “Holy Land” as seen through the eyes of ancient art, architecture, and material culture (pottery, coins, inscriptions, etc.). In addition to surveying the major sites and archaeological finds, we will consider how archaeologists and historians have interpreted the materials, as well as how archaeology should (and should not) be done.

RELI --- is meant as an introduction and survey course. Although it is a continuation of RELI --- (“Archaeology of the Holy Land A: The Biblical Periods”), there are no prerequisites. Because this class is an overview, we will of course leave out many details and nuances. I encourage those who find these topics particularly interesting to refer to the Course Reserves below and to consider future courses in Archaeology, Judaic Studies, Religion, and Classics.

Course Objectives

1. Become familiar with the general historical outline and cultural trends of inhabitants of ancient Palestine, as well as the basic geographical features of the region.
2. Allow for intelligent and informed discussion regarding the major archaeological discoveries of the past 150 years, including their relationship to the origins of Christianity and Judaism.
3. Understand the pivotal role of the historical and religious developments in ancient Palestine for the shaping of Western culture.
4. Begin to realize the important intersection between religion and politics, on the one hand, and monuments and material culture on the other.
5. Fulfill major and World Civilization requirements.
6. Exercise and reinforce basic skills common to all Humanities courses, including writing, editing, critical reading and active debate.

Textbooks and Materials

Because there is no textbook for this class, all readings will come in the form of articles. These will be either posted online through the course website, or accessible on E-reserves.

Course Requirements and Logistics

Readings: You are expected to complete the lecture's readings prior to coming to class.

The readings will be substantial at times, so do not wait until the night before class to do them.

Class Attendance: I expect everyone to be in class each week. If you miss a class, it is *your* responsibility to get the notes from a classmate. Notes will *not* be posted online for you. I do not take attendance, however, because the exams are based almost entirely on the lecture materials, frequent or habitual absenteeism will have a severe impact on your grade.

Map Quiz: There will be a short map quiz in the second week of class. Be ready!

Exams: There will be two midterm exams and one final exam. The second midterm will *not* be cumulative, however the final exam *will* be cumulative. Formats of the exams will be discussed in class.

Term Paper: The term paper assignment consists of the analysis of an archaeological field report. See the "Term Paper Assignment" hand-out (available on the course website) for more details.

Student Conduct:

Computers – I encourage you to use your computer for taking notes, however if you cannot control your impulse to web-browse, check email, chat online, etc., you will be asked to leave.

Plagiarism and Cheating – These are very serious matters, more so than most students realize. I have zero tolerance for plagiarism, cheating, or any other academic misconduct. If you are unclear as to what constitutes plagiarism (and most people are!), you should consult the Student Code of Academic Integrity. If you're still unclear, ask the instructor or another faculty member.

Special Accommodations: In keeping with University policy, the instructor will provide accommodation of any student's learning requirements, disabilities, or religious beliefs with regard to scheduling of examinations or any other academic requirements. It is, however, the students' responsibility to bring such issues to the attention of the instructor. So please consult with the instructor at least two weeks in advance of any scheduling issues or necessary accommodations.

Grading

Final Grade is determined by:

Map Quiz	10 %
Term Paper	20 %

Mid-term Exam I	20 %
Mid-term Exam II	20 %
Final Exam	30 %

Grading Scale: Letter grades for all assignments and the course are translated as follows:

- A Congratulations! You deserve a pat on the back for truly going out of your way to get the most out of this class. Your work was impressive and you showed a deep understanding of the course material. (90.0 – 100 %)
- B Good job. You completed all the assignments satisfactorily, and in some cases exceeded the minimum. In addition, you showed a solid interest for the material, however there was more you could have done to show independent thinking. (80.0 – 89.99 %)
- C You completed all the assignments, but you did not go beyond the bare minimum. You did not show any real interest in the material, however made a reasonable attempt to pass the class. (70.0 – 79.99 %)
- D You passed the course, but your performance was unsatisfactory. Little effort was demonstrated in the assignments, and you showed no interest in learning anything useful here. (60.0 – 69.99 %)
- E Congratulations! You deserve a pat on the back for truly going out of your way to get the least out of this class. Your work was virtually non-existent and you showed no interest in the course whatsoever. (59.99 % and below)

NOTE: Each of these grades is earned; no one is entitled to any particular grade. There are no “A students,” “B students,” or “C students” in this class. The work you do in fulfillment of the assignments for *this* course only will be reflected in your grade.

Course Reserves and Reference Works

Books

Dever, *Who Were the Early Israelites and Where Did They Come From?*
 Finkelstein and Silberman, *The Bible Unearthed*
 Magness, *The Archaeology of Qumran and the Dead Sea Scrolls*
 Yadin, *Masada*
 Yadin, *Bar-Kokhba*
 McCane, *Rolling Back the Stone*
 Meyers and Strange, *Archaeology, the Rabbis, and Early Christianity*
 Levine, *Judaism and Hellenism: Conflict or Confluence?*

Videos

Monty Python's Life of Brian
Forbidden Goddess
The Dead Sea Scrolls and the New Testament
The Roots of Hate: The New Testament and Anti-Semitism
4QMMT and Paul: New Light on Old Questions
Biblical Intercontextuality: The Bible is Full of Itself
A Jesus Hideout in Jordan? Mapping Ancient Textual Traditions
Jewish Reform Movements: Qumran and the Gospel of Mathew

The Dynamics of Intolerance: Jews and Gentiles in Hellenistic Egypt
The Early Christian Bible in Art: Pagan or Jewish Roots?
The Early History of Sepphoris and the Jesus Movement

Class Schedule and Reading Assignments

Class 1 – *Introduction to Course*

Class 2 – *Introduction to Archaeology and the Geography of Palestine*

Readings: S.E. Tabachnick, “Lawrence of Arabia as Archaeologist.”

Class 3 – *Early Hellenistic Period: Historical Background and Jerusalem*

Readings: A.M. Berlin, “Between Large Forces, Palestine in the Hellenistic Period.”

Class 4 – *The Early Hellenistic Period: Wadi Daliyeh, Samaria, Iraq el-Amir, Marissa*

Readings: E. Netzer, “Floating in the Desert, A Pleasure Palace in Jordan.”
A. Kloner, “Underground Metropolis, The Subterranean World of Maresha.”

Class 5 – *Late Hellenistic (Hasmonean) Period: Historical Background, Jerusalem to Jericho*

Class 6 – *Late Hellenistic (Hasmonean) Period: Qumran*

Readings: J. Magness, “What was Qumran? Not a Country Villa.”

Class 7 – *Late Hellenistic (Hasmonean) Period: Nabataeans*

Readings: A. Negev, “Understanding the Nabataeans.”

Class 8 – *Early Roman (Herodian) Period: Historical Background, Jerusalem*

Readings: S. Mason, “Will the Real Josephus Please Stand Up?”
A.S. Issar and D. Yakir, “The Roman Period’s Colder Climate.”
K. and L. Ritmeyer, “Reconstructing Herod’s Temple Mount in Jerusalem”
L. Ritmeyer, “Locating the Original Temple Mount.”

Class 9 – *MIDTERM EXAM I*

Covers everything through class 7.

Class 10 – *Early Roman (Herodian) Period: Herod’s Greco-Roman Cities*

Readings: D. Bahat, “Jerusalem Down Under, Tunneling Along Herod’s Temple Mount Wall.”
K.G. Holum et al., “King Herod’s City.”

Class 11 – *Early Roman (Herodian) Period: Herod’s Desert Fortresses and Palaces*

Class 12 – *Early Roman (Herodian) Period: Masada and the First Jewish Revolt*

Readings: E. Netzer, "The Last Days and Hours at Masada,"
J. Zias, "Whose Bones? Were They Really Jewish Defenders? Did Yadin Deliberately Obfuscate?"
N.A. Silberman, "The Fall of Masada."

Class 13 – *Early Roman (Herodian) Period: Jewish Tombs and Burial Customs, MC*

Readings: J. Magness, "What Did Jesus' Tomb Look Like?" and
V. Tzaferis, "Crucifixion – The Archaeological Evidence."

Class 14 – *Bar Kokhba Revolt (Second Jewish Revolt)*

Readings: A. Kloner, "Underground Hiding Complexes from the Bar Kokhba War in the Judean Shephalah," and
B. Zissu, "Village Razed, Rebel Beheaded."

Class 15 – *MIDTERM EXAM II*

Covers material from class 8 through 13.

Class 16 – *Aelia Capitolina (Hadrianic Jerusalem)*

Readings: H. Geva, "Searching for Roman Jerusalem."

Class 17 – *Archaeology of Ancient Synagogues in Palestine*

Readings: A. Kloner, "Ancient Synagogues in Israel: An Archaeological Survey."

Class 18 – *Byzantine Period: Historical Background and Jerusalem*

Readings: S.T. Parker, "An Empire's New Holy Land: The Byzantine Period,"
J. Magness, "Illuminating Byzantine Jerusalem."

Class 19 – *TERM PAPER ASSIGNMENT*

Class 20 – *Ancient Synagogues and Jewish Art*

Readings: Z. Weiss, "The Sepphoris Synagogue Mosaic."

Class 21 – *Byzantine Period: Christian Churches and Roman Forts*

Class 22 – *Early Islamic Period: Historical Background, Jerusalem*

Readings R. Schick, "Palestine in the Early Islamic Period: Luxuriant Legacy."

Class 23 – *Early Islamic Period: Material Culture, Religion, and Urban Transition*

Class 24 – *Crusader Period: East Meets West (Once Again)*