

Course Prospectus

For THL 476 Archaeology of Jerusalem
Fall Semester 2011

Overview

Jerusalem is the modern capital of the State of Israel and the country's largest city. Historically the city lies at the center of the earth and the Bible describes Jerusalem as the capital of a future millennial world. Settlement dates to the Chalcolithic period and the Early Bronze Age IA-B (3300–3000). It is a city where every plot of ground is a potential archaeological site. Its rich archaeological monuments and sites attest to the veracity of the New Testament, help its readers to understand the life and times of Jesus of Nazareth, and illuminate the Hebrew Scriptures. The mother church at Jerusalem, the seat of Judeo-Christianity, was the center of operations for the whole church in the pre-70 CE period. The city has undergone many changes over the centuries and in this course students gain a sense of the city's periods of prosperity and decline.



In CE 70 the magnificent "Herod's Temple" was completely destroyed, leaving not one stone upon another. It was an event that marked the beginning of a long and arduous Jewish Diaspora.

COURSE CATALOG DESCRIPTION FOR THIS COURSE

This course deals with the development of Jerusalem from prehistoric through the Byzantine Period in light of archaeological discoveries and extant historical details. Emphasis upon key stages of the city's past as Canaanite Jebus, City of David and Zion, Nehemiah's Jerusalem, Herodian Jerusalem, Roman Colonia Aelia Capitolina, and Byzantine Jerusalem. Special emphasis placed on the Temple Mount, Cenacle, and Golgotha. Upon completion, students should be able to identify features and key structures.

PREREQUISITES AND COREQUISITES

None.

COURSE CREDIT

Three (3) semester hours.

Instructional objectives

On successful completion of this course, a student should be able to:

1. Describe the lifestyle of the people who inhabited Jerusalem over the centuries;
2. Discuss the economic status of the city in the various segments of its history;
3. Describe the city's defense systems and their effectiveness;
4. Discuss the archaeological evidence of religious practices;
5. Discuss the nature of the struggles waged over the city by pagans, Jews, and Christians;

6. Explain the conflict between Judeo-Christians, pagans and the Greco-Roman Orthodox and the impact of the Gentilization of Christianity on the city and its people; and
7. Identify features and key structures of the city as they relate to understanding the Hebrew Scriptures and the New Testament.

Your instructor

The instructor of record for this course is Dr. Michael P. Germano. To contact him on course details and issues please use Populi email in the E-Learning system (Populi) or the addresses below.



Michael P. Germano
mgermano@livinguniv.com

Students with Disabilities

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 have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the “Course Info” page click on the instructor’s name and then select “Send Email”).

Technology access

This course requires web access and the student has to have an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at <http://www.adobe.com/products/acrobat/readstep2.html>.

Course evaluation

Student input is welcome for improving this course. Making suggestions by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity of assessing the course. By completing the assessment you can earn 45 points toward your final grade. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student’s experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Textbooks

The required books for this course are:

Lewin, Thomas. *Jerusalem: A Sketch of the City and Temple from the Earliest Times to the Siege by Titus*. Adamant Media Corporation, 2002.

Martin, E. *The Temples That Jerusalem Forgot*. Portland, OR: ASK Publications, 2000.

McRay, W. Harold. *The Archaeology of the Jerusalem Area*. Eugene, OR: Wipf and Stock Publishers, 2002.

Mazar, Eilat. *Preliminary Report on The City of David Excavations 2005 at the Visitors Center Area*. Jerusalem: Shalem Press, 2007.

Ritmeyer, Leen and Kathleen. *Secrets of Jerusalem's Temple Mount*. Washington, DC: Biblical Archaeology Society, 2006.

The required maps for this course are:

The Survey of Israel. *Jerusalem Old City: A Survey Map* (1994 Revision).

Madaba Mosaic Map.

Optional books are:

Armstrong, Karen. *Jerusalem: One City, Three Faiths*. New York: Ballantine Books, 1997.

Arvidson, G. *In Search of King David's Lost Tomb & Treasure*.

Edersheim, A. *Temple, Its Ministry and Services*. Hendrickson, 1994.

Levine, Lee I. *Jerusalem*. Jewish Publications Society, 2002.

Mackowski, Richard M. *Jerusalem: City of Jesus*. Grand Rapids: Eerdmans, 1980.

Martin, E. *Secrets of Golgotha: The Lost History of Jesus' Crucifixion*. Portland, OR: ASK Publications, 1996.

Students may order these items through the University Bookstore.

The books used or referred to in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course.

Withdrawal requests may be conveyed in any manner to the course professor, Registrar, or Vice President of Academic Affairs. This action is sufficient for ensuring any refund owed you. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary, whether in an online course or in an on-campus course, for students to derive maximum benefit from a course and to maintain a satisfactory academic record. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10 “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Icebreaker assignment

To officially begin this course you must complete an icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the course Discussion Forum. A student can earn 30 points by posting the Icebreaker assignment on time. These points could make the difference between an A or a B, or passing or not passing this course.

- The icebreaker assignment must be submitted not later than Wednesday, August 24.

- Post your biography as a reply to the "Icebreaker" topic on the lesson "Welcome and Overview" Discussion Forum.
- Please read and comment on at least two other bios by the due date in order to get credit.
- Full credit for this assignment will only be given if all three of the above requirements are met.

Do NOT create a NEW discussion. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other. This assignment is worth 25 points.

Course requirements and grades

DUE DATES AND EXTENSIONS

Students must complete the course by the last official day of instruction as set forth in the academic calendar.

READING ASSIGNMENTS

Refer to "Course Calendar" section for basic assignment due dates. Specific assignments and due dates are set forth in each published lesson.

WRITING ASSIGNMENTS

All writing assignments in this course should follow the MLA style as set forth in *Writing Research Papers: A Complete Guide* by Lester & Lester. Please cite your sources and use quotation marks where needed. The Files feature on an assignment page lets you submit your work so your instructor can have it handy for download, review, and grading.

STUDY TIPS

Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged not to put off completing their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings making notes before viewing the assigned lecture.
- Define terms in the assignment. The three exams will specifically test basic terminology. Students should develop their biblical and theology vocabulary as they proceed assignment by assignment.
- As students view lectures, they should complete their notes.
- Complete the answers for the lesson writing assignment.
- Each week students should review notes, geographical terms and locations, and the words they defined.

If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention, students not only acquire assistance but they also maintain the interaction necessary in higher education. To submit a question just click on the instructor's name on the "Course Info" page and send your question by email through the Populi system.

Terms and phrases

Each assignment includes a set of terms and phrases for you to learn. This exercise is to help you develop and expand your biblical and theological vocabulary as you proceed through the nine assignments and to help you focus on the context of the content you are reading. Examinations will specifically test your mastery of the basic terminology of this course. Many students find looking over vocabulary words just as they go to bed at night and as they arise in the morning helps commit them to memory. Be sure to review your definitions before an examination.

For some terms and phrases, we have given a scriptural link. We selected the NKJ, the New King James Version, as our default for scriptural text. When alternate scriptures appear we provide the appropriate link as NASB, KJV, RSV, NIV, and the like.

Grading

A course grade will be determined based on the number of points a student has earned over the semester as follows:

Icebreaker Assignment (30 points)

Book Critiques (four, each worth 65 points, for a total of 260 points)

Writing Assignments (seven, each worth 50 points, for a total of 350 points)

Exams (two, each worth 100 points, for a total of 200 points]

Quizzes (one, worth 100 points)

Course Evaluation (30 points)

"What I learned" Essay (30 points)

TOTAL 1000 points

Grades are in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course. That means that we want students to earn at least 600 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you do not know what that means, do not worry about it). Mastery of the material is what one's goal should be.

Grades, assigned by points, are as follows:

A 900-1000 points

B 800-899 points

C 700-799 points

D 600-699 points

F Below 600 points

Academic irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

In cases of suspected academic irregularity, faculty members may refuse to grade such papers, completely or in part, or examinations, and to record each of them as a failure.

If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course calendar

| Lesson | Readings (this is not an exhaustive list, some additional readings will be added during the semester) |
|---|--|
| Lesson 1 Introduction (Aug. 15-28) | |
| Topic 1 Introduction | Mare 15-58 Mare. Introduction (pp. 15-18). Fritz. Israelites and Canaanites: You Can Tell Them Apart. <i>Biblical Archaeology Review</i> 28:04, Jul/Aug 2002. |
| Topic 2 Jerusalem Through the Centuries | Mare. Chapter 1 (pp. 19-33). Broshi. Estimating the Population of Ancient Jerusalem, <i>Biblical Archaeology Review</i> 4:02, Jun 1978. |
| Topic 3 The Jerusalem Area in Pre-Davidic Times | Mare. Chapter 2 (pp. 35-58). |

Lesson 2 Canaanite Jebus and the City of David (Aug. 29-Sept. 11)

| | |
|---------------------------|------------|
| Topic 1 The City of David | Mare 59-66 |
|---------------------------|------------|

Course Prospectus (THL 476 – Archaeology of Jerusalem)

Fall Semester 2011

| | |
|--------------------------|--|
| Topic 2 David's Palace | Mazar, Eilat. Did I Find King David's Palace?, <i>Biblical Archaeology Review</i> 32:01, Jan/Feb 2006 |
| Topic 3 The Water System | Reich, Ronny and Eli Shukron. Light at the End of the Tunnel, <i>Biblical Archaeology Review</i> 25:01, Jan/Feb 1999. Kleven, Terrence J. The Water System of Jerusalem and Its Implications for the Historicity of Joab's Conquest. <i>Near East Archaeological Society Bulletin</i> 47:35-48. |
| Topic 4 David's Tomb | Shanks, Hershel. Is This King David's Tomb? <i>Biblical Archaeology Review</i> 21:01, Jan/Feb 1995. |

Lesson 3 The Solomonic City and Jerusalem During the Kingdom of Judah (Sept. 12-Oct. 7)

| | |
|---|--|
| Topic 1 The City of Solomon | Mare. Chapter 4 The City of Solomon (pp. 67-88) King Solomon's Jerusalem (10th Century B.C.), <i>Biblical Archaeology Review</i> 14:02, Mar/Apr 1988 |
| Topic 2 The First Temple | Ritmeyer, Leen. Locating the Original Temple Mount, <i>Biblical Archaeology Review</i> 18:02, Mar/Apr 1992. Hurowitz, Victor. Inside Solomon's Temple, <i>Biblical Archaeology Review</i> 10:02, Apr 1994 |
| Topic 3 Jerusalem During the Kingdom of Judah | Mare. Chapter 5 Jerusalem During the Kingdom of Judah (pp. 89-117) Shea, William H. Jerusalem Under Siege, <i>Biblical Archaeology Review</i> 25:06, Nov/Dec 1999. |

EXAM 1 Covering Lessons 1-3 (100 points). Time for completion: 2 hours (120 minutes). Due: Fri., Oct. 7.

Lesson 4 Jerusalem After the Exile (Oct. 18-30)

| | |
|--|---|
| Topic 1 The Persian Period | Mare 118-137 |
| Topic 2 The Hellenistic and Maccabean Period | Mare 128-136 Germano, Michael. The Citadel of Zion Ward, Doug. First Maccabees: The Remarkable Chronicle of the Maccabees. Reprint from <i>BibArch Perspectives</i> . |
| Topic 3 The Mausoleums in the Kidron Valley | Mare 136-137 |

Lesson 5 Herodian Jerusalem (Oct. 31- Nov. 20)

| | |
|---|--------------|
| Topic 1 The Temple and Antonia | Mare 139-200 |
| Topic 2 Bethesda | Mare 166-168 |
| Topic 3 The House of Caiaphas and St. Peter in Gallicantu | Mare 168-171 |
| Topic 4 The Palace of Herod | Mare 171-174 |
| Topic 5 Houses, Akeldama and the Three Walls | Mare 174-185 |
| Topic 6 Location of Calvary and the Tomb of Jesus | Mare 185-190 |
| Topic 7 The Jewish Revolt and the Roman Conquest | Mare 190-193 |

Course Prospectus (THL 476 – Archaeology of Jerusalem)
Fall Semester 2011

| | |
|--------------------------------------|--------------|
| Topic 8 Burial Sites | Mare 193-199 |
| Topic 9 Bethany and Bethphage | Mare 199-200 |

Lesson 6 Roman Colonia Aelia Capitolina (Nov. 21-Dec. 4)

| | |
|---|--|
| Topic 1 The City After the Conquest by Titus | McRay 201-215 Mazar, Eilat. Hadrian's Legion, <i>Biblical Archaeology Review</i> 32:06, Nov/Dec 2006 |
| Topic 2 Aelia Capitolina | Mare 205-215 Murphy-O'Connor, Jerome. Where Was the Capitol in Roman Jerusalem?, <i>Biblical Archaeology Review</i> 13:06, Dec 1997 |

Lesson 7 Byzantine Jerusalem (Dec. 5-16)

| | |
|--|--|
| Topic 1 The Byzantine Period & Literary Sources | Mare 217-261 |
| Topic 2 The Madaba Mosaic Map | Mare 223-225 |
| Topic 3 The Church of the Holy Sepulcher | Mare 226-232 |
| Topic 4 Gordon's Calvary and the Garden Tomb | Germano - Golgotha! Calvary and the Elusive Tomb of Jesus of Nazareth—the Bishop's Secret! Mare 232-233 |
| Topic 5 The Church on Mount Zion & The Pseudo Tomb of David | Mare 233-236 |
| Topic 6 The Eleona Church on the Mount of Olives | |
| Topic 7 The Nea Church | Mare 226-238 Martin - Contra Opinion about Nea Church |
| Topic 8 The Other Churches | Mare 238-261 |

EXAM 2 Covering Lesson 4-7 (100 points). Time for completion: 2 hours (120 minutes). Due: Wed., Dec. 21.
