

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

ANEA 510
ARCHAEOLOGY AND BIBLE
March 10-14, 2019

Randall W. Younker



Andrews
University
Seek. Affirm. Change.

Andrews University

ANEA 510-114
ARCHAEOLOGY AND BIBLE
SPRING 2018
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: ANEA 510-114
Class name: Archaeology & the Bible
Year & Semester: Spring 2019
Class location: Chesapeake Conf. Office, Columbia Maryland
Class time/day: Sunday, 5 p.m. – 8 p.m.
Mon. – Thurs. 8 a.m. – 12:00 p.m.; 1:30 p.m. – 5:30p.m.
Credits offered: 3

INSTRUCTOR CONTACT

Instructor: Randall W. Younker, PhD
Telephone: 269-471-3273
Email: younker@andrews.edu
Office location: Horn Archaeology Museum
Office hours: By appointment

COURSE DESCRIPTION

The assembling of archaeological and ancient textual material which, interpreted from the philosophical viewpoint of the Bible, emphasizes the accuracy and authenticity of the Scripture. A study of cultures, customs, languages, and rituals that throw light on the statements of God's Word.

Prerequisite: None.

SYLLABUS REVISION STATEMENT

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

MAPM PROGRAM OUTCOMES

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (Updated)

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

STUDENT LEARNING OUTCOMES (SLO)

The student should be able to:

1. To understand and explain the archaeological backgrounds of biblical persons, events, customs, and places.
2. To understand and explain how archaeology interacts with the Bible and how it continues to illuminate our understanding of the Written Word.
3. To understand and explain the major principles used in the past to interpret the archaeological data and acquaint students with different methodologies used during excavations.
4. To know and use the resources which will increase awareness of the cultures, customs, languages, and rituals that illuminate the background of the Bible.
5. To understand and demonstrate archaeology's role in relation to biblical studies and to discriminate between legitimate uses of archaeology and claims made for archaeology which exceed its proper use.

COURSE MATERIALS

Required:

1. Kenneth A Kitchen, *On the Reliability of the Old Testament* (Eerdmans, 2006). (441 pages)
2. Alfred Hoerth and John McRay, *Bible and Archaeology; An Exploration of the History and Culture of Early Civilizations* (Grand Rapids: Baker, 2005). For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore. (288 pages)
3. Jennie Ebeling, Ed Write, Mark Elliott, Paul Flesher eds. *The Old Testament in Archaeology and History* (Baylor University, 2017). (556 pages)

PRE-INTENSIVE REQUIREMENTS

Reading—Read chapters 2 through 9 of Kitchen’s On the Reliability of the Old Testament before the class begins. List on one page of a Word or WordPerfect Document 3 things you agree with and at least 2 things you disagree with in the text. **Due March 10, 2019.**

POST-INTENSIVE COURSE REQUIREMENTS

1. Projects:

- a) Prepare a list of **three biblical texts** and/or passages (e.g., referring to a person, place, or event) which are illuminated by archaeological evidence.
- b) Submit a one-page single-spaced written report (WordPerfect or MS Word format) for *each* of these three texts/passages—each on a separate 8½ x 11 inch piece of paper. (See attached sample)—*or* prepare a single PowerPoint presentation that shows how archaeology illustrates these three texts you have chosen.
- c) The reports/Powerpoint are/is **due on or before May 2, 2019** and should include the following information:
 - Student’s name, the date, and title of course.
 - The full text of the passage with its reference.
 - A short description of how the text/passage is illuminated by archaeological evidence.
 - A list of at least three bibliographic sources consulted in developing your report on that particular text/passage.
 - An explanation of how this discovery has been beneficial to you personally and/or how you may use this information in your future ministry/work.
 - Reports will be evaluated on the basis of clarity, completeness, and compelling data.

2. Sermons

Students will have to write two sermons implementing the course material. Write the sermon in your normal way.

All projects must be submitted before or on May 2, 2019

Schedule for class meetings: March 10-14, 2019			
			Running total
Sunday	5-8 p.m.	3 hours	3
Monday	8:00-12:00 p.m.	4 hours	11
	1:30-5:30 p.m.	4 hours	
		8	
Tuesday	8:00-12:00 p.m.	4 hours	19
	1:30-5:30 p.m.	4 hours	
		8	
Wednesday	8:00-12:00 p.m.	4 hours	27
	1:30-5:30 p.m.	4 hours	
		8	
Thursday	8:00-12:00 p.m.	4 hours	35
	1:30-5:30 p.m.	4 hours	
		8	
Pre/Post-session	Guest lectures to be viewed on-line	10 hours	45
		10	

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	35	45 hours total
Pre/Post Online	10	
Independent Completion of Assignments		
Reading	65 hours	
Written Reports/Powerpoints	8 hours	
Sermons	17 hours	
Total Hours	135 hours	

Topics and Assignments

Day	Date	Class Topic	Assignments Due
1		Significance of Archaeology; Forgotten Treasure; Development of Biblical Archaeology	PO (4); MAPMIN SLO (1,2,3,7)
2		Biblical Creation and Archaeology; Biblical Flood and Archaeology; Patriarchs	PO (1,2,3,4); MAPMIN SLO (4,5,6,7)
3		Joseph and Egypt; Exodus	PO (1,2,3,4); MAPMIN SLO (4,5,6,7)
4		Conquest and Settlement, Monarchy, Divided Monarchy	PO (1,2,3,4); MAPMIN SLO (4,5,6,7)

GRADING AND ASSESSMENT

Criteria for Grades

Class Attendance

Students are required to be physically present on every class period of the course. Attendance is required because much of the learning process takes place in the classroom (see, Seminary Bulletin). Absence, tardiness, and non-participation in class discussions will negatively reflect on final grade. Active and positive class participation will enhance your academic success.

Passing Grades

Students must have 65% of all class assignments to pass the course.

Assessment Submission

All projects must be submitted before or on **May 2, 2019**.

Late Submission

Late submission is not possible.

Other Guidelines

1.	Projects	40%
2.	Sermons	40%
3.	Class participation	20%
Total		100%

Percentage Scored	Grade Assigned	Percentage Scored	Grade Assigned
95-100	A	70-74	C+
90-94	A-	65-69	C
85-89	B+	60-64	C-
80-84	B	50-59	D
75-79	B-	0-49	F

CLASS POLICIES

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Late Assignment Submission

No late submission of assignments

Additional Policies

- Eating and drinking (except bottled water) is not allowed
- Cell phones must be disconnected during the class sessions
- Computers are acceptable only for class notes (no games, movies etc.)

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”. *AU Bulletin*

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin*

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”. *AU Bulletin*

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

AU Bulletin

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

AU Bulletin

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure

the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE



Randall W. Younker is Professor of Old Testament and Biblical Archaeology and Director of the Institute of Archaeology at Andrews University in Berrien Springs, Michigan. He received his M.A. and Ph.D. in Near Eastern Archaeology from the University of Arizona under William G. Dever. He also holds a degree in Religion and an MA in Teaching Biology (Pacific Union College). Randy has been a field archaeologist for the last 38 years working in Israel, Jordan, Cyprus and Sicily where he has directed and co-directed numerous archaeological projects. He has co-edited eight books and published or co-published over 75 scholarly and professional articles and reviews. His publications include contributions to the *Anchor Bible Dictionary*, *The Archaeology of Society in the Holy Land* (edited by Tom Levy), and *Peoples of the Old Testament World* (1998), the *Oxford Handbook on the Archaeology of the Levant* (2014) and *The Old Testament in Archaeology and History* (2017). He also edited and contributed to *Ancient Ammon* (1999) and *Crossing Jordan* (2007) and *The Madaba Plains Project: Forty Years of Archaeological Research into Jordan's Past* (2011). He was also a consultant for the National Geographic publication, *The Letter and the Scroll: What Archaeology tells us about the Bible* (2009). He has taught the course, *Issues in Origins* at the Seminary for the last 32 years.

List of books and journal articles from which the materials/information for the class were drawn:

- Aharoni, Y.
1982 *The Archaeology of the Land of the Bible*. Translated by Anson Rainey. Philadelphia: Westminster Press.
- Albright, W. F.
1971 *The Archaeology of Palestine*. Gloucester: Peter Smith.
- Aling, C.
1981 *Egypt and Bible History*. Grand Rapids: Baker.
- Ben-Tor, A., ed.
1992 *The Archaeology of Ancient Israel*. New Haven: Yale University Press.
- Borowski
2003 *Daily Life in Biblical Times*. Atlanta: Society of Biblical Literature.
- Burrows, M.
1957 *What Mean These Stones*. New York: Meridian Books.
- Campbell, E. F., and Freedman, D. N., eds.
1970 *The Biblical Archaeologist Reader*. Vol. 3. Garden City: Doubleday & Company.
1983 *The Biblical Archaeologist Reader*. Vol. 4. Sheffield: Almond.

- Cornfield, G., ed.
 1976 *Archaeology of the Bible: Book by Book*. New York: Harper & Row.
- Currid, J. D.
 1999 *Doing Archaeology in the Land of the Bible: A Basic Guide*. Grand Rapids: Baker.
- Ebling, H. et al (eds).
 2017 *The Old Testament in Archaeology and History*. Waco, TX: Baylor University.
- Finegan, J.
 1947 *Light From the Ancient Past*. Princeton: Princeton University Press.
 1992 *The Archaeology of the New Testament: The Life of Jesus and the Beginning of the Early Church*. Rev. ed. Princeton : Princeton University Press.
- Frank, H. T.
 1971 *Bible, Archaeology and Faith*. Nashville: Abingdon Press.
- Free, J. P., and Vos, H. F.
 1992 *Archaeology and Bible History*, rev. ed. Grand Rapids, MI: Zondervan.
- Freedman, D. N., and E. F. Campbell, eds.
 1964 *The Biblical Archaeologist Reader*. Vol. 2. Garden City: Doubleday & Company.
- Freedman, J.
 1972 *Manners and Customs of the Bible*. Plainfield: Logos International.
- Hallo, W. W., and Younger, K. L.
 2003 *The Context of Scripture*. 3 vols. Leiden: Brill.
- Harrison, R. K.
 1963 *The Archaeology of the Old Testament*. New York: Harper & Row.
- Heaton, E. W.
 1956 *Everyday Life in Old Testament Times*. London: B.T. Batsford.
- Heidel, A.
 1942 *The Babylonian Genesis*. Chicago: University of Chicago Press.
- Hoerth, A. J., and McRay, J.
 2005 *Bible Archaeology: An Exploration of History and Culture of Early Civilizations*. Grand Rapids, MI: Baker.
- Hoffmeier, J. K.
 1997 *Israel in Egypt: The Evidence For the Authenticity of the Exodus Tradition*. New York: Oxford University.
- Hoffmeier, J. K., and Millard, A., eds.
 2004 *The Future of Biblical Archaeology: Reassessing Methodologies and Assumptions*. Grand Rapids, MI: Eerdmans.
- Horn, S. H.
 1978 *Biblical Archaeology After 30 Years (1948-1978)*. Berrien Springs: Horn Archaeological Museum.
 1980 *The Spade Confirms the Book*. Rev. ed. Washington, D.C.: Review and Herald Publishing Association.
- Kaiser, W. C.; and Garrett, D., eds.
 2006 *Archaeological Study Bible*. Grand Rapids, MI: Zondervan.
- Kenyon, K. M.
 1979 *Archaeology in the Holy Land*. London: Ernest Benn Ltd.
- Kenyon, K. M., and P. R. S. Moorey
 1987 *The Bible and Recent Archaeology*. Atlanta: John Knox Press.
- King, P. J., and Stager, L. E.
 2001 *Life in Biblical Israel*. Louisville: Westminster John Knox Press.

- Kitchen, K. A.
 1966 *Ancient Orient and Old Testament*. Downers Grove: Inter Varsity Press.
 1977 *The Bible in its World Today*. Downers Grove: Inter Varsity Press.
 2003 *On the Reliability of the Old Testament*. Grand Rapids, MI: Eerdmans.
- Lapp, P. W.
 1969 *Biblical Archaeology and History*. New York: The World Publishing Company.
- Mazar, A.
 1990 *Archaeology of the Land of the Bible, vol. 1 (10,000-586 B.C.E.)*. New York: Doubleday.
- Meyers, E. M., ed.
 1997 *The Oxford Encyclopedia of Archaeology in the Near East*. 5 vols. Oxford: Oxford University Press.
- Millard, A. R., and Wiseman, D. J.
 1980 *Essays on the Patriarchal Narratives*. Winona Lake, IN: Eisenbrauns.
- Orlinsky, H. M., ed.
 1981 *Israel Exploration Journal Reader*, 2 vols. Jersey City, NJ: Ktav.
- Prichard, J.
 1969 *Ancient Near Eastern Texts*. 3rd. ed. Princeton: Princeton University Press.
- Richard, S., ed.
 2003 *Near Eastern Archaeology: A Reader*. Winona Lake, IN: Eisenbrauns
- Schoville, K. N.
 1978 *Biblical Archaeology in Focus*. Grand Rapids: Baker Book House.
- Stern, E.
 2001 *Archaeology of the Land of the Bible, vol. 2: The Assyrian, Babylonian, and Persian Periods(732-332 B.C.E.)*. New York: Doubleday.
- Stern, E., ed.
 1993 *The New Encyclopedia of Archaeological Excavations in the Holy Land*. 4 vols. New York: Simon& Schuster.
- Stern, E.; Geva, H.; and Paris, A.
 2008 *New Encyclopedia of Archaeological Excavations in the Holy Land*, vol. 5 (Supplemental Volume). Jerusalem: Israel Exploration Society.
- Thomas, D. W.
 1978 *Archaeology and Old Testament Study*. Oxford: Clarendon Press.
- Thompson, J. A.
 1982 *The Bible and Archaeology*. Grand Rapids: Eerdmans.
- Unger, M. F.
 1966 *Archaeology and the Old Testament*. Grand Rapids: Zondervan.
- Wiseman, D. J., and E. Yamauchi
 1981 *Archaeology and the Bible: An Introductory Study*. Grand Rapids: Zondervan.
- Wright, G. E., and D. N. Freedman
 1961 *The Biblical Archaeologist Reader*. Vol. 1. Garden City: Doubleday & Company.
- Wright, G. E.
 1962 *Biblical Archaeology*. Philadelphia: Westminster Press.
- Yamauchi, E.
 1972 *The Stones and the Scriptures*. Grand Rapids: Baker Book House.

Sample Report on a Biblical Text using archaeology to illustrate

Student Name

Date of Submission

Course Number & Title

PASSAGE

Mark 15: 22 *And they brought Him to the place Golgotha, which is translated, Place of a Skull. And they tried to give Him wine mixed with myrrh; but He did not take it. And they crucified Him, and divided up His garments among themselves, casting lots for them, to decide what each should take.*

ARCHAEOLOGICAL CONNECTION

The bones of a man identified on the ossuary as “Yehohanan, son of Hagakol” were discovered in a tomb north of the Old City of Jerusalem. The bones of the feet were still pierced by an iron nail, indicating that the man had been crucified.

BIBLIOGRAPHICAL SOURCES

- Haas, Nico. “Anthropological Observations on the Skeletal Remains from Giv’at ha-Mivtar,” *Israel Exploration Journal* 20:1–2 (1970): 38–59.
- Fitzmeyer, Joseph. “Crucifixion in Palestine, Qumran Literature, and the New Testament.” *Catholic Biblical Quarterly* 40 (Oct 1978): 493–513.
- Tzaferis, Vassilios. “Crucifixion: The Archaeological Evidence,” *Biblical Archaeology Review* 11 (Jan/Feb 1985): 44–53.
- Yadin, Yigael. “Epigraphy and Crucifixion,” *Israel Exploration Journal* 23 (1973): 18–22. dZias, Joseph, and Eliezer Sekeles, “The Crucified Man from Givat ha-Mivtar: A Reappraisal,” *Biblical Archaeologist* 48 (Sept 1985): 190–191.

USE OF THE INFORMATION



Crucifixion nail and ankle bone of Jehohanan

The remains of Jehohanan do more than simply confirm that crucifixion was a form of capital punishment practiced during the days of Jesus. They also shed light on the method of crucifixion, a subject the gospels do not elaborate on. The feet were placed on either side of the main beam of the cross, and an iron nail driven through the ankle into the cross. The arm bones showed abrasion marks, indicating that the nails pierced the arm prior to the wrist, rather than piercing the palm of the hand. Disks or “washers” made of olive-wood were placed between the head of the nail and the body to prevent the victim from pulling loose.