

ON 6305
Dr. John D. Currid
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Thursday, 6-8pm
Fall, 2020

Archaeology and the Bible

Goal:

This course is an examination and evaluation of the contributions of archaeology to our understanding of the history of the Bible. The archaeology of Egypt, Mesopotamia, Egypt, and especially Israel will be analyzed. We will pursue this study through various mediums, such as slide lectures, map analysis, and pottery presentations. Emphasis will be placed on the archaeological evidence that gives one greater understanding of the background of the biblical narratives.

Textbooks:

1. John D. Currid, *The Case for Biblical Archaeology: Uncovering the Historical Record of God's Old Testament People* (Phillipsburg, NJ: P & R, 2020).
2. John D. Currid and David P. Barrett, *Crossway ESV Bible Atlas* (Wheaton, IL: Crossway Books, 2010).
3. John D. Currid, *Against the Gods* (Wheaton, IL: Crossway Books, 2013).

These three books must be read by the conclusion of the course. The final examination will have a question regarding the percentage of reading that you have complete.

Course Requirements:

1. Each credit student is required to submit a research paper. It should be typewritten, and be 15-20 pages (not including the bibliography). The paper is due on November 19 at 5:00pm. The paper is worth 200 points.
 - a. Topic: From Part 2 of *The Case for Biblical Archaeology*, choose one site to research and write on. Specifics of style will be discussed during the first class period.

2. Each week there will be a quiz on the assigned reading. There will be a total of 11 quizzes, and the student will drop his/her lowest quiz grade for the semester. There will be no make-up quizzes. Each quiz is worth 20 points for a total of 200 points.

3. The student is expected to attend class and participate in discussions.

Course Outline:

1.	August 20	Introduction Test Case: Carthage Excavations Test Case: Bethsaida Excavations	
2.	August 27	Test Case: Manahat Geography of Israel	Quiz #1 <i>Atlas</i> , 17-61 <i>Case</i> , ch. 2
3.	September 3	Agriculture and Herding Water Supply	Quiz #2 <i>Atlas</i> , 63-76 <i>Case</i> , chs. 13-14
4.	September 10	Architecture Weaponry	Quiz #3 <i>Atlas</i> , 77-91 <i>Case</i> , ch. 15
5.	September 17	Temples Burial Practices	Quiz #4 <i>Atlas</i> , 93-117 <i>Case</i> , ch. 18
6.	September 24	Writing Hieroglyphics	Quiz #5 <i>Atlas</i> , 119-139 <i>Case</i> , ch. 17
7.	October 1	Jerusalem: Biblical Period Jerusalem: Herod	Quiz #6 <i>Atlas</i> , 141-153 <i>Case</i> , chs. 4-5
8.	October 15	Jerusalem: Hadrian Jerusalem: Muhammed	Quiz #7 <i>Atlas</i> , 155-165 <i>Against</i> , chs. 1-3
9.	October 22	Splendor of Egypt Exodus Route	Quiz #8 <i>Atlas</i> , 167-177 <i>Against</i> , chs. 4-6

10.	October 29	Sinai Wilderness Wanderings	Quiz #9 <i>Atlas</i> , 179-186 <i>Against</i> , chs. 7-9
11.	November 5	Wilderness Wanderings Flora and Fauna	Quiz #10 <i>Atlas</i> , 187-203 <i>Against</i> , chs. 10-11
12.	November 12	Paul's Journeys	Quiz #11 <i>Atlas</i> , 205-258
13.	November 19	Excavation and Pottery	<i>Case</i> , chs. 3, 16 Paper due

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Archaeology and the Bible
 Professor: Currid
 Campus: Charlotte
 Date: Fall 2020

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Research paper and presentation for articulation
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Course deals with setting and background to help understand Bible
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimum	
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimum	
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Comparative work with other religions of ANE, Helps student to see other religions in context of biblical worldview
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Minimum	
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Moderate	Provides background material for texts that are taught and preached