



BBBW 5200 Encountering the Biblical World
New Orleans Baptist Theological Seminary
Biblical Studies
Fall 2018, Online, Aug 20 – Dec 6

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is **Doctrinal Integrity**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
- 3. Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- 4. Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
- 5. Servant Leadership:** To serve churches effectively through team ministry.
- 6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
- 7. Worship Leadership:** To facilitate worship effectively.

Course Description

A survey is undertaken of a wide range of materials and issues related to the background of the Old and New Testaments, including: archaeology, historical geography, religion, manners and customs, economics, social concerns, and the literature of the ancient Near East and the Greco-Roman world. The course is designed to help students bridge the temporal and cultural gaps between contemporary society and the historical eras of the Bible.

Student Learning Outcomes

Students who successfully complete the course will:

1. Be able to apply their knowledge and comprehension of the background of the Bible including: archaeology, historical geography, religion, manners and customs, historical and social setting, and the literature of the ancient world to the process of interpreting and communicating the Bible accurately.
2. Value the necessity of bridging the temporal and cultural gaps between contemporary society and the biblical period.
3. Be able to identify the physical geographical elements of the land of Israel and the Ancient Near East.
4. Be able to locate the site of significant Biblical events of the Old and New Testaments

Course Teaching Methodology

This course consists of grasping the geographical, chronological, historical and cultural settings of the biblical world through reading (class textbooks, and workbook), PowerPoint presentations which contain maps and other graphic media to help visualize and comprehend the land, this is supplemented with video lectures (limited).

Materials for the class are located in Course Documents on Blackboard they consist of:

- 1) In Course Documents, the following are located: Map Quizzes, Exams, and Related Materials (extra maps, study guides for exams, and extra articles for you to enhance your understanding and knowledge), please make use of them.
- 2) Lectures include 1) Workbook – Sections 1-8, which are notes that correspond with the PowerPoint lectures;

- 3) Lectures - are mainly PowerPoint presentations that you need to look at & work through all in numerical/chronological order. They consist of a lecture usually followed by slides emphasizing the lecture & related geography, and some videos (limited, usually a summary of the lectures) to give you the necessary information one needs for the course. Notes and Lectures should be labeled the same if there are any problems please e-mail me or call. Make sure to read your text with the PowerPoints where they line up.
- 4) There are 4 Sections or Units to work through; each lecture is supplemented with outside reading from class texts as noted in Course Schedule, make sure to read them (best before viewing the Lectures) for they will be needful for exams. Note the index of each class textbook as they correspond to the lectures, as the class follows a chronological order.

The Four Units:

- 1. Unit 1- Setting the Stage: Introduction, Geographic overview of Israel, Genesis 1-11, & Pre-History**
- 2. Unit 2 - Bronze Age (Middle & Late): Patriarchs; Exodus & Conquest & Settlement**
- 3. Unit 3 - Iron Age: United & Divided Monarchy**
- 4. Unit 4 - NT Backgrounds: Jesus in the Galilee & Jesus in Jerusalem**

Textbooks

Required texts for classroom discussion: To be read in conjunction with class lectures

1. English Bible (*a good translation*)
2. Arnold, Bill T. & Beyer, Bryan E., 2002, *Readings from the Ancient Near East*, Baker, (RANE)
3. Brisco, Thomas, 1998, *Holman Bible Atlas* by (Broadman & Holman Publishers, (**HBA**))
4. Hoerth, Alfred 1998, *Archaeology & The Old Testament*, Baker Book House, (**AOT**) – *Note within the reading schedule of this course, reading suggestions are given from this text that correspond to the topics discussed.*
5. Warner, Daniel, “Encountering the Biblical World Course Workbook.” (Posted on Blackboard)

Recommended reading:

1. *Zondervan Handbook to the Bible* ed. by Pat and David Alexander (Zondervan, 1999)
2. *Manners and Customs in the Bible* by Victor M., (Hendrickson)
3. *The Sacred Bridge* by Rainey, A. & Notley, S., 2006 (Carta, Jerusalem), highly recommend
4. *Life in Biblical Israel*, by Stager, L. & King, P., 2001, (Westminster John Knox Press)

Course Requirements

1. Map Quizzes (3 total) – Get to know the World & land of the Bible, see handout “Regions, Cities to Know” for list of regions, cities and places to identify for the quizzes (see also extra detailed maps for you to use found in Course Documents). You will need to consult these maps besides class text and other Bible geography books; as noted, I have also placed many maps for you on Blackboard (under Study Helps) for use in both study and personal presentations. (**Remember many illustrations & photos used in this course are copy righted and cannot be published w/o written permission from me).
Quiz 1 = Land of Israel Includes: Regions, Mountains, Valleys, Rivers, and Bodies of Waters of Palestine (HBA Map 7 for help)
Quiz 2 = Tribes of Israel & OT Cities (Consists of 1 map for Tribes & 1 map for OT cities)
Quiz 3 = NT World (Mediterranean) of Cities & Kingdoms/Countries (Consists of 1 map for Kingdoms/Countries for Mediterranean world & 1 map for NT cities)

2. 2 Exams – note there are study guides available for both midterm and final. They are only guides to help one organize and know what materials will be covered on the exams. Information for the exams come from class notes, power point lectures, and reading **it is up to the student to gather the necessary information!** Test will include matching (i.e. dates, inscriptions, know handout study guide), multiple choice, some fill in the blank, and short essays (need to be thorough) usually over various topics (i.e. Patriarchs, Exodus, Moses, Philistines, Shephelah, David, etc.).

Note the dates for the Midterm, Quizzes, and Assignments. Exceptions must be approved by the professor prior to due date!

3. Research Paper - will be posted on Blackboard. Students have three options to write on:

A). A historical geography topic of a major region in Israel (i.e. Hill Country, Negev, Shephelah, Coastal Plain, etc.). Research for a region: should include:

- Geological/topographical make-up of the region
- The region's historical significance (its main function within Israel proper), comprehend how the regions was used, i.e. as defensive, commercial, agricultural, or maybe a combination of all, do some critical homework here
- All major roads (locate both local and international), where did they go and why
- Key cities (explain what is their main importance, include key archaeological excavations)
- All bodies of water
- Map of the region, locating key cites, roads etc. would be fine (but not a part of the page requirement)

B). Research on a significant Site/City: which should include:

- Is history and the identification of the biblical site (where the site/city is located does not matter Israel, Mesopotamia, Egypt etc.)
- Why it is located where it is,
- Function in history,
- Who controlled it,
- Role it played in the development of the country it is in, and so forth (etc.)

C) Topical – a topic relevant to this course; see Blackboard for list of suggested topics. Make sure to get to the point, argue & present the significant elements of your research, have good interaction with sources (note original firsthand sources are the best, i.e. ancient texts, documents, eyewitnesses' accounts etc.).

Format - Length 12-14 pages (title page and bibliography does not count), double-spaced, standard 12 pt. font, (e.g. Times New Roman). The paper should follow Turabian 8th ed., this is found on NOBTS web site under Academics.

Evaluation of Grade

1. Discussion Participation = 10%
2. Map Quizzes (3 total) = 25%

3. Midterm Exam = 20% - Oct 28
4. Research Paper = 25% - Nov 30
5. Final Exam = 20% - Dec 6

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Course Policy

Attendance: See the Graduate Catalog

Make-up Work:

- The student is responsible for lecture, work assignment changes, and or quiz/test changes that may occurred during the class period. These are posted via announcements which are mainly posted on BB, so check several times a week.
- Make-up for a missed quiz/exam is not allowed unless the student has made provision prior to or immediately after the completion date (such as, in the case of hospitalization, death of a family member, etc.) with the professor.
- Late assignments may be submitted up to the last week of the semester; BUT, THERE WILL BE 2 pt. reduction per day late IF SUBMITTED AFTER CLASS ON THE DATE DUE

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

UNIT 1: Setting the Stage — In the Beginning *August 20 – September 23, Workbook: Sections 1 & 2*

1. Introduction - Introduce yourself on Blackboard by the 26, tell your major, where you live, hobbies and if you have a picture, like to put a face with the person.
Reading - AOT Chpt 1
2. Geographical Overview: The Land of the Bible
Reading: HBA Part I (Chpt 1-3, pp. 2-32)
3. In the Beginning: Gen 1-11
Reading: Gen 1-1; AOT Chpt 9; HBA Chpt 4, pp. 33-34; Creation: Ancient Near East, (ANE) Mythology vs. Genesis Creation: RANE #4-6, 8, 9, 12, 13, 45
4. Rise of Urbanization Early Bronze Age: Egypt and Mesopotamia
Reading: AOT Chpt 2; HBA pp. 35-40

Quizzes, Exams, and Discussion Lists:

1. Discussion Board: Contribute a comment to Geography/Introduction by Aug 24
NOTE: In this and the following Discussion Board topics, each student is to submit a comment and then follow-up with interactions with two of the other students in the class.
2. Contribute a comment to Creationism/Beginnings by September 9.
3. Map Quiz #1 (Must be taken by September 23)

UNIT II: The Bronze Age - World of the Patriarchs & Exodus *September 24- October 28, Workbook Part 3 & Parts of 4*

1. Middle Bronze Age: World of the Patriarchs
Reading Assignments: AOT Chpt 4, 5, 6; HBA pp.41-51; RANE #14-16, 18, 21-26, 30; Gen 12-50
2. Late Bronze Age: World of Moses - The Political Setting of the Exodus, the Exodus & Wilderness Wanderings
Reading Assignments: AOT Chpt 7, 8 & 10: pp. 201-205; HBA pp. 52-74; RANE #17, 27-29, 31, 32, 55; Exodus 12-20;
Read: "Sacrifices and Offerings," by A. Rainey from *Zondervan Pictorial Encyclopedia of the Bible*

Quizzes, Exams and Discussion Lists:

1. Discussion Board: Contribute a comment to *World of the Patriarchs* by October 10th.
Remember to interact with at least one other student's comments.
2. Map Quiz #2 (must be taken by October 21, midnight)
Midterm: Must take exam by October 28, midnight

UNIT III: Late Bronze Age Continued into the Iron Age

October 29-November-25, Workbook: Section Parts of 4, 5 & 6

1. Conquest and Settlement - Joshua and Judges
Reading Assignments: AOT 10 & 11; HBA pp. 89-101; RANE #50; Joshua, Judges
2. Emergence of the Monarchy: From Tribe to Nation: The United Monarchy
Reading Assignments: AOT 12-14; HBA pp. 102-114; RANE #51, 54, 59; II Sam 1-12, I Kings 1-11
3. Divided Monarchy/Kingdom: Fall of Samaria
Reading Assignments: AOT 15, 16; HBA pp. 115-141; RANE #39-43, 48; I Kgs 12-2, Kgs 17;
4. Southern Kingdom: Judah
Reading Assignments: AOT 17-19; HBA pp. 142-157; RANE 56-58, 60-62, 155

Quizzes, Exams, and Discussion Lists:

1. Discussion Board: Contribute a comment to the Joshua & the Conquest by November 11
Contribute a comment to the Iron Age by November 23

UNIT #4: New Testament Backgrounds *November 26 – December 6, Workbook 7 & 8*

1. Jesus in Galilee
Reading Assignments: OTA 20; HBA pp. 207-215; Matthew 1-20
2. Jesus in Jerusalem
Reading Assignments: HBA pp. 216-235; Matthew 21-28; Luke 19-24

Quizzes, Exams, and Discussion Lists:

1. Discussion Board: Contribute a comment to the NT Backgrounds by December 9
2. **RESEARCH PAPER Due Date: Post marked by Nov 30 by midnight.**
3. Map Quiz #3 must be taken by December 5, midnight.
4. **FINAL: Must take exam by Dec 6, midnight, Blackboard closes then, and I cannot open it!**

Text's Abbreviations

AOT = Archaeology & the Old Testament (Hoerth)

HBA = Holman Bible Atlas, (Brisco)

RANE = Readings from the Ancient Near East, (Arnold & Beyer)

WKBK = Course Workbook – Available in Blackboard Course Documents

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Competency Assessment Rubric for BBBW5200 Encountering the Biblical World Research Papers
Cognitive/Understanding Assessment

1. The Student	<input type="checkbox"/> demonstrated a comprehensive understanding of the resources for Biblical Backgrounds research <input type="checkbox"/> reflected an awareness of the resources for Biblical Backgrounds research but did not utilize those resources adequately <input type="checkbox"/> reflected an awareness of some of the resources for Biblical Backgrounds research but did not utilize many of the resources <input type="checkbox"/> was unable to identify or explain the resources for Biblical Backgrounds research
2. The Student	<input type="checkbox"/> demonstrated a comprehensive understanding of the physical world of the Bible <input type="checkbox"/> reflected an awareness of the process of the physical world of the Bible but did not adequately relate it to Biblical interpretation <input type="checkbox"/> reflected an awareness of some of the issues related to the Biblical geography but did not utilize them fully in Biblical interpretation <input type="checkbox"/> was unable to identify or explain the geography of the Bible

Application Assessment

1. The Student	<input type="checkbox"/> demonstrated a comprehensive understanding of the principles of applying Biblical Backgrounds to interpreting the Bible <input type="checkbox"/> reflected an awareness of the principles of applying Biblical Backgrounds to interpreting the Bible but did not explain them adequately <input type="checkbox"/> reflected an awareness of some of the principles of applying Biblical Backgrounds to interpreting the Bible but did not address them fully <input type="checkbox"/> was unable to identify or explain the principles of applying Biblical Backgrounds to the process of interpreting the Bible
2. The Student	<input type="checkbox"/> demonstrated a valuing of the necessity of bridging the temporal and cultural gaps between contemporary society and the Biblical world <input type="checkbox"/> reflected a general appreciation of the necessity of bridging the temporal and cultural gaps between contemporary society and the Biblical world <input type="checkbox"/> reflected a lack of appreciation for the need of bridging the temporal and cultural gaps between contemporary society and the Biblical world <input type="checkbox"/> rejected the need for bridging the temporal and cultural gaps between contemporary society and the Biblical world

Communicative Assessment

1. The Student	<input type="checkbox"/> fully interpreted and communicated the Bible teaching utilizing Biblical background materials <input type="checkbox"/> interpreted and communicated the Bible teaching utilizing some Biblical background materials but did not relate the meaning fully <input type="checkbox"/> inadequately interpreted and communicated the Bible teaching utilizing Biblical background materials <input type="checkbox"/> was unable to interpret and communicate the Bible teaching utilizing Biblical background materials
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**A BRIEF HISTORICAL SKETCH OF ARCHAEOLOGICAL RESEARCH
IN THE ANCIENT NEAR EAST**

I. SURVEYS AND PILGRIMAGES

- A. **Helena**-mother of Constantine identified sites such as in Bethlehem with the Church of the Nativity and the Church of the Holy Sepulchre in Jerusalem.
- B. **Origen** (c.230-254) ("We have visited the places to learn by inquiry of the footsteps of Jesus and of his disciples and of the prophets.") + other C2-C3 AD church fathers note local traditions.
- C. **Eusebius** (c.325) - *Chronicle* of early searching for Holy places in Palestine --also in his *Onomasticon* (4th section of research on biblical geography, 1 - 3 are lost) lists alphabetically sites in Palestine w/ annotations.
- D. **Jerome** (c.385-420) Finished translation of Latin Vulgate at Bethlehem Church of Nativity and revised Eusebius' *Onomasticon*. Letters also mention sites.
- E. **Crusaders** - identified numerous sites and built churches on scores of them.

*** Some suggest that Thomas Jefferson may have been the first to carry out a form of scientific excavation, when in 1784 he dug a trench through an Indian mound on his Virginia property, noting layers (or strata) of bones and burial artifacts.

II. EMERGENCE OF EGYPTIAN AND MESOPOTAMIAN ARCHAEOLOGY

Beginnings of Methodological Excavation and Language Decipherment

A. EGYPT

18th Century

1. **Giovanni Belzoni** - plundered Egyptian tombs such as Abu Simbel, damaging many "unprofitable" items such as numerous mummies "to rob the Egyptians of their papyri" -- yet was considered somewhat scientific for his day.
2. **Napoleon** - 1790 took 175 scholars (architects, artists, historians, etc.) to Egypt with his army. 1799 - Rosetta stone found by artillery officers. Confiscated by the British. Opened hieroglyphics, with Demotic and Greek.
3. **Jean Francois Champollion** (Prof. of History and Oriental Languages at Grenoble at age 19) succeeded in deciphering the hieroglyphics. Published results.

19th Century

1. **Col. Richard W. H. Vyse** - used gunpowder to enter a pyramid in 1837.
2. **A.F.F. Mariette** (Fr)-collected manuscripts from Memphis, Gizeh sphinx, Tanis, Thebes. First to insist Egyptian authorities control excavation. Few still resorting to the use of gunpowder.
3. **Karl R. Lepsius** (Prussia) discovered Proto-Dynastic and Early Dynastic tombs and mastabas in Egypt, as well as Ptolemaic inscriptions.
4. **Gaston C.C. Maspero** (Fr) excavated pyramids & tombs of Pepi I, II, et al.
5. **Sir Flinders Petrie** - With British novelist Amelia Ann Stanford Edwards founded British School of Archaeology in Egypt (Egyptian Exploration Society). Appalled at the "excavation" methodology of his predecessors, Petrie developed more scientific approach (see below). Excavated Tel el-Hesi in SW Palestine in 1890. Moved to Palestine in 1926 BC due to difficulties in Egypt. Buried in Israel at Ecole Biblique.

B. MESOPOTAMIA AND ANATOLIA

17th - 18th Centuries

1. Cuneiform texts made their way to Europe (Br, Ger, Fr, Den, It) via diplomats, doctors, et al travelers, beginning in 1621.

2. Decipherment of cuneiform ("wedge-shaped" from Latin cuneus) was gradual and slow. **George F. Grotefend** (a high school classics teacher, who was knowledgeable in Sanskrit and Pahlevi-desc. from Old Persian) deciphered some Old Persian names from inscriptions from Persepolis, which had been suggested as the capital of the ancient Achaemenid Empire. Yet cuneiform was far from translated. Persian modified cuneiform contained about 41 known symbols. Its cuneiform ancestors were such as Sumerian with 900+ pictographs which later became cuneiform representations; Old Babylonian (Semitic) of Hammurabi (c.1750 BC) with 600-700 signs; to Middle Babylonian with 350+; Elamite with 113 c.2500 BC; to 98 in Neo-Assyrian of 700 BC. **Sir Charles Rawlinson** copied the Behistun inscription from the cliffs and worked on the basic decipherment from 1835 to 1851.

* **Note:** It is estimated that only about 20% of the more than 500,000 cuneiform tablets have yet been translated. e.g.- Donald J. Wiseman published some of the important Babylonian Chronicles (9 tablets) in 1956 and Esarhaddon's treaties (1958), 80 years after they were brought to the British Museum. Many thousands of others remain untouched after 100+ years.

19th Century

1. **C.J. Rich** - early 19th century. Excavated small tells near Baghdad and Kirkuk-Mosul.
2. **P.E. Botta** (Fr) - continued excavations at Mosul. Began at Nineveh.
3. **Sir Austen H. Layard** (Br) - Nineveh--Sennacherib's palace and Ashurbanipal's Palace and library (25,000 tablets). Nimrud--palaces of Ashurnasirpal, Shalmaneser II, Adadnirari, Esarhaddon (1845, 1852-53, 1878-82).
4. 1840-1850 - race between French and British to secure the most material national and personal museums. Untrained men plundered sites for whole pottery, solid objects, clay tablets, etc. Many damaged and lost, e.g.- Assyrian gate portal lost in Euphrates River.
5. **Hormuzd Rassam** and **Sir Henry C. Rawlinson** continued work for England. Rawlinson is known especially for his work in copying the Behistun inscription which led to the decipherment of cuneiform scripts (1837-).
6. **Victor Place** succeeded Botta in 1851, resumed excavation at Khorsabad palace of Sargon II.
7. **W. K. Loftus** excavated at Erech (Uruk, Warka) 1850, 1953-54) & later Larsa.
8. **Heinrich Schliemann** (Ger pastor) identified the mound of Hissarlik as Troy using Iliad as source text. Began digging 1870-72. With Wilhelm Dorpfeld (architect) published the first archaeological report, citing nine strata in the mound.
9. **E. de Sarzec** at Lagash. Rassam resumed work at Nineveh and Babylon.

20th Century

1. **Robert Koldewey** excavated at Babylon 1899-1917 (Iraq). Others continued work at Susa, Elam Lagash.
2. **Hugo Winckler** (Ger) began Hittite excavations at Boghazkoy (1906). Central Asia Minor (Turkey). Germans, Austrians, & Turks have worked at numerous sites in region.
3. **Baron Max von Oppenheim** excavated Tel Halaf, 1911-14, 1929-31. Prehistoric Halafian culture defined, dated to 5th-4th M BC. Comparable material excavated at Samaria by Herzfeld 1912-14, also at Arpachiya, Tepe Gawra, and Tel Billa in Nineveh region.

4. **Sir Leonard Woolley** excavated Ur (1922, 1926-) and Al-'Ubaid (1923-25). 1926 discovered the Royal Tombs of the early Sumerians.

5. **Erich Schmidt** at Persepolis beginning in 1935.

*** **Note:** The nation of Iraq was established in 1932, and the IRAQ Dept. of Antiquities has continued to excavate throughout Iraq with cooperative efforts of the British, French and American schools of archaeology. Laws limiting the export of archaeological artifacts were enacted as early as 1933.

6. 1949-1961 - excavation to Calah (Assyria).

7. 1965-present – Ebla >>15,000 tablets found in new "Eblaite" language, plus Sumerian and Akkadian. Located in N. Syria, near Aleppo.

8. Note recent excavations at Tel Emar and Tel Leilan.

Numerous excavations have continued in Turkey, Iraq, Iran, Syria, Jordan, Egypt.

C. PALESTINE

19th Century

a. Surveys by: **Irby and Mangles** (1817-1818)

** **Edward Robinson** (Amer.) and **Rev. Eli Smith** (Protestant missionary in Beirut, fluent in Arabic) in 1838 journeyed 105 days from Cairo to Beirut via Sinai, recording biblical and geographical data, from which were produced 3 vols. *Biblical Researches in Palestine, Mount Sinai and Arabia Petraea* (1841). Later in 1852 traveled in Galilee and Samaria, compiling additional vols. on those regions and a *Physical Geography* of Palestine.

b. **Palestine Exploration Fund** founded (1867-1870)

** **C.R. Conder** and **H.H. Kitchner** - a comprehensive survey under the Palestine Exploration Fund – P.E.F. (1872-1887)

The Survey of Western Palestine (1881) and *Survey of Eastern Palestine* (1889).

c. **Ecole Biblique** founded in 1870's (French) just West of Damascus gate.

d. **Capt. Charles Warren** began excavating Jerusalem, discovered water shaft to Gihon Spring

e. **Sir Flinders Petrie** - developed more scientific excavation techniques at Tel el-Hesi: (1890). Noted as first modern scientific excavation in the Holy Land. Stressed: a) stratigraphy, b) ceramic chronology and typology, c) utilized metallurgists and botanists to examine remains.

III. DEVELOPMENT OF SCIENTIFIC EXCAVATION METHODOLOGY (1900-1960)

A. Notable Excavations

1. 1900-1910

a. **R.A.S. Macalister** excavation of Gezer. Bliss & Macalister excavations.

b. American Schools of Oriental Research in Jerusalem and Baghdad founded.

c. Samaria excavation by Reisner, **Fisher**, and Lyon who further refined excavation techniques.

2. 1920-1930

a. British Palestine Department of Antiquities founded, headed by **John Garstang**.

b. Beth-Shean (University of Pennsylvania)

c. Megiddo (University of Chicago)

- d. **W. F. Albright** excavated Tel Beit Mirsim (Johns Hopkins University) who further refined ceramic chronology.
- e. Tel en-Nasbeh (Mizpah) by **W.F. Bade**.
- f. Ophel Hill in Jerusalem (1927) by **J.W. Crowfoot**.
- g. Beth-Shemesh (Rowe, et al.)

3. 1930-1940

- a. **Nelson Glueck** (Jewish spy) survey of Transjordan (1933-1946)
- b. Beth Shean, Megiddo and Beit Mirsim continued.
- c. Jericho (British) by **John Garstang**
- d. Lachish (British) by **J. Starkey, L. Harding, O. Tufnell**
- e. Samaria (**K. Kenyon, E.L. Sukenik** - Br.)
- f. Bethel (**James Kelso** and **W.F. Albright**)

4. 1947-1950

- a. **E.L. Sukenik** obtains first of Dead Sea Scrolls. **John Trever** of the ASOR office in Jerusalem photographs and authenticates antiquity of them w/ **W.F. Albright**.
- b. Search for caves at Qumran begins. Qumran site excav. 1951-56 by **Fr. Roland De Vaux**
- c. Tel Qasile by **Benjamin Mazar**, first excavation established by the newly created State of Israel.

5. 1950-1960 -- Israeli Archaeology comes of age

- a. **Nelson Glueck** survey of Negev
- b. Jericho, Jerusalem (**Dame Kathleen Kenyon**)
- c. Shechem (ASOR - **G. Ernest Wright**)
- d. Hazor, **Yigael Yadin** with **Yohanon Aharoni**
- e. Gibeon (**James Pritchard** - University of Pennsylvania)
- f. Dothan (**James Free** - Wheaton College)
- g. Caesarea (**M. Avi-Yonah**; more recently under American consortium-CAHEP)
- h. Ashdod (Moshe Dothan)

B. Stages of Development in Archaeological Excavation Methods

1. Area or Sectional Excavation - Sir Flinders Petrie, Heinrich Schliemann (1870s-1920)

Development of Principles of Stratigraphy and Typology
Beginning utilization of varied scientific disciplines

2. Reisner-Fisher Method -- Locus to Architecture 1920-1955)

Excavation of architectural units' rooms, buildings, palaces, defense walls, etc.
Expansion of utilization of scientific disciplines

3. Wheeler - Kenyon Method - Balk to Debris Layer (1955-present)

Survey utilizing Israel national grid system, subdivided into sections and squares
Recent used of subsurface radar to map subterranean structures prior to

excavation

Future use of satellite technology in determination of areas to excavate

Balk (wall of earth between squares) preserved on perimeter of **5 X 5-meter**

square

To preserve stratigraphic sequence and check on previous work

Development of scientific disciplines such as paleobotany, paleozoology, paleography, social sciences related to ancient peoples, digital photography in deciphering ancient documents, metallurgy, anthropology, chemistry, physics, et al.

IV. EXPANSION PERIOD: THE SCIENCE OF ARCHAEOLOGY (1960-present)

A. Key Excavations of the 1960s -- 1980s

1. Arad (Hebrew University – **Aharoni** -Iron Age and **Ruth Amiram** - EB)
2. Ein Gedi (Hebrew University)
3. **Benjamin Mazar** begins South wall of Temple Mount in Jerusalem after 1967 War.
4. Gezer (**G.E. Wright, William Dever** - Hebrew Union College)
5. Deir Allah (Scandinavia)
6. Taanach (ASOR) - **Paul Lapp**
7. Ai (SBTS - **Joseph Callaway**)
8. Heshbon (Andrews University under **Harold Stigers**)
9. Dan (**Avraham Biran** - Tel Aviv University) - continues to present
10. Ashdod (**D.N. Freedman, A. Biran, Moshe Dothan**)
11. Joppa (Israeli)
12. Capernaum (RC-Franciscan fathers, recently w/ **Vassilios Tsferis**)
13. Tel el-Hesi (ASOR)
14. Caesarea (Drew University and consortium)
15. Khirbet Shema (ASOR - **Eric and Carol Meyers**)
16. Beersheba (**Y. Aharoni** - Tel Aviv University)
17. Aphek/Antipatris (Tel Aviv U.- NOBTS under **M. Kohavi - G. Kelm**)
18. Lachish (**Y. Aharoni, A. Rainey, D. Ussishkin** - Tel Aviv University)
19. Tel Qasile (**B. Mazar, Amihai Mazar**)
20. Timnah--Tel Batash (**A. Mazar--Hebrew Univ, G. Kelm--NOBTS, SWBTS**)

B. Present - Scores of major and minor sites are excavated yearly.

For 2013 see **BAR** January 2016 issue, Recent Excavations include such sites as:

Beth Shean (Scythopolis)	Hazor	Tel Haror (=Gerar?)
Tel Halif (En Rimmon)	Jezreel	Bethsaida
Caesarea Philippi (Banias)	Tel Qasile	Sepphoris
Caesarea Maritima	Ashkelon	Mareshah (Marisa)
Tel Hadar (Geshurites?)	Ekron	Qumran caves
Petra (Edomite & Nabatean strata)	Dor	Nahal Beersheba survey
Tel Malhata	Tiberias	Yodefat (Jotapata)
Yarmuth	Dan	Pella
Wadi Mujib Project	Abila	Plains of Moab Project
Apollonia		el-Burj Nebi Samuel
Megiddo		Chinnereth Tel Rehov
Tel es-Safi (Gath)	Gezer	Tel Zeitah
Tel Qeiyafa (Sha`araim?)	Beth Shemesh	Hippus/Susita
Abel Beth-Maacah	Cana of Galilee	Azek

