DATE: 11/25/2014
APPLICANT: Patrick M. Patterson
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COURSE ALPHA and NUMBER: HIST 297B
COURSE TITLE: The Bible As History
ESTIMATED NUMBER OF SECTIONS:
   Fall: 0   Spring: 1

APPLICATION IS FOR:
   ☑ New Course   ☐ Existing Course
   ☑ Certification
   ☐ Re-designation. Date of previous certification or renewal:
   ☐ Renewal. Date of certification or previous renewal:

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
   ☐ DA (Arts)   ☑ DP (Physical Sciences)
   ☐ DB (Biological Sciences)   ☐ DS (Social Sciences)
   ☑ DH (Humanities)   ☑ DY (Laboratory)
   ☐ DL (Literature and Language)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI): WI

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 70%

Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area’s hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

a) uses the terminology of historical, philosophical, language or religious studies;

The course SLOs all indicate that the course fulfills this hallmark:

a. Students will be able to describe characteristics of daily life in Middle Bronze Age to Iron Age Israel and the Ancient Near East. As students write about and discuss slave pricing, surrogate children via handmaidsens, nomads traveling to Egypt to trade or during times of drought; second millennium B.C. suzerainty treaties, they will have to use historical terminology to explain their relation to historical context.

b. Students will be able to name important leaders, prominent places, and various dominant and oppressed peoples of the Ancient Near East. Terms such as Mari, Haran, Abraham, Moses, Ramses, Shishak, Joshua, David, Solomon, Sennacherib, Nebuchadnezzar, Jericho, Gezer, Lachish, Shiloh, Jerusalem, Nineveh, Babylon, Hebrews, Egyptians, Assyrians, Syrians, Moabites have both historical and religious implications. Students will use this terminology as they differentiate between them.

c. Students will be able to draw and/or dispute connections between an influential ancient text and relevant modern archaeological discoveries. Again, discussion of actual historical texts and figures, including Nuzi Texts, Megiddo layers, Jacob scarabs, Amarna Letters, Black Obelisk, Moabite Stone, Nineveh reliefs, Beni-Hasan Mural, Ruins of Jericho, Merneptah Stele, City of David, House of David Inscription will require students to use historical terminology extensively.

d. Students will be able to explain causes of, or factors contributing to, significant events of the late second millennium and first millennium B.C.E. and early first millennium C.E. in the Ancient Near East. As cause/effect is at the heart of all historical discourse, discussions of causation in the conquest/occupation of Canaan, the Assyrian expansion, the Babylonian exile, the origins of Judaism and Christianity will also require use of historical terminology.

e. Students will be able to contrast, compare, and evaluate historiographical theories, for example Finkelnstein and Thompson’s minimalist views as against Kitchen and Free’s more maximalist views) pertaining to the credibility of particular ancient texts (i.e., Hebrew Scriptures, Christian Bible, Dead Sea Scrolls). Since they will be making comparisons of theories from high-level historical thinkers, understanding and use of historical terms will be critical and frequent.

b) involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;

The following SLOs show that the course delves into the processes, methods, and theories of history.

a. Students will be able to draw and/or dispute connections between an influential
ancient text and relevant modern archaeological discoveries. Concrete use of archaeology and textual analysis is a key part of the course, e.g. analysis of Nuzi Texts compared with Megiddo layers, Jacob scarabs, Amarna Letters, Black Obelisk, Moabite Stone, Nineveh reliefs, Beni-Hasan Mural, Ruins of Jericho, Merneptah Stele, City of David, House of David Inscription.

b. Students will be able to explain causes of, or factors contributing to, significant events of the late second millennium and first millennium B.C.E. and early first millennium C.E. in the Ancient Near East. Discussion of concrete topics such as the conquest/occupation of Canaan, the Assyrian expansion, the Babylonian exile, the origins of Judaism and Christianity necessitates comparison of documents to real artifacts from the period, thus requiring students to come into contact with texts, artifacts, concepts of the field, etc.

c. Students will be able to contrast, compare, and evaluate historiographical theories (e.g., Finkelstein and Thompson's minimalist views as against Kitchen and Free's more maximalist views) pertaining to the credibility of particular ancient texts (i.e., Hebrew Scriptures, Christian Bible, Dead Sea Scrolls). The evaluation of these theories requires their comparison to physical evidence, theories of human behavior, and primary source documents that lay out social, political, and economic discourses of the time in question.

These three SLOs demonstrate that the course is concerned both with students' understanding and ability to undertake the historical reasoning process.

c) demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

The following SLOs demonstrate the course's concern with historical methods and processes:

a. Students will be able to draw and/or dispute connections between an influential ancient text and relevant modern archaeological discoveries (e.g., Nuzi Texts, Megiddo layers, Jacob scarabs, Amarna Letters, Black Obelisk, Moabite Stone, Nineveh reliefs, Beni-Hasan Mural, Ruins of Jericho, Merneptah Stele, City of David, House of David Inscription). To draw on or dispute connections between texts and archaeological findings, students will have to delve deeply into the methods used by archaeologists and textual analysts/Biblical exegetists. Students will do much more than encounter these methods and processes. They will have to actively deploy them in written work.

b. Students will be able to explain causes of, or factors contributing to, significant events of the late second millennium and first millennium B.C.E. and early first millennium C.E. in the Ancient Near East (e.g., the conquest/occupation of Canaan, the Assyrian expansion, the Babylonian exile, the origins of Judaism and Christianity). Cause and effect, especially in intellectual history, is extremely difficult to discern. For that reason, textual analysis according to rigorous historical methods is a necessity in this course. Students will learn chronological reasoning, historical causation theories, come to understand ideas of epistemic shifts and methods of linguistic and historical deconstruction. Again, they will become intimate with historical method and process.
Students will be able to contrast, compare, and evaluate historiographical theories (e.g., Finkelstein and Thompson’s minimalist views against Kitchen and Free’s more maximalist views) pertaining to the credibility of particular ancient texts (i.e., Hebrew Scriptures, Christian Bible, Dead Sea Scrolls). As students evaluate theories, their ability to think critically about the processes and methods used by these authors, their use of evidence, and even the location and quality of the materials they used will allow students to become familiar with questions of historiographical standards, hagiography, teleological history, conspiracy theory, cultural shift and historical logic.

2. **Assessment tools and strategies.** Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

Students are evaluated primarily through writing. The course requires ten 250-300 word papers (one per topic) on lecture and reading, using at least one minimalist and maximalist source (50% of course grade); one term paper (1500 words) on a pertinent topic of interest that will include commentary on an archaeological excavation of the student’s choice (with approval - 25% of course grade); and one Final exam (25% of course grade).

Formal assessment will consist of embedded questions that are related to some of these essays. A knowledge survey will also be used to help students predict the content of the course and to have them evaluate for themselves the degree of learning that has taken place. Results of the Knowledge Survey pre-tests and post tests, along with results of the embedded assessments, will be used to continuously improve the course.

For example one of the 250 word essays will require students to describe a bronze age archaeological dig and relate its findings specifically to minimalist and maximalist interpretations of Old Testament history. This will satisfy the requirements of SLOs a, b, and e.

Other essays will ask students to identify the actions and historical contexts of specific individuals mentioned in Old Testament texts, and relate them causally to events described in the Bible. This will satisfy SLOs b, c, and d.

As there are 10 essays in the course, each SLO will be satisfied multiple times. In each semester that the course is taught, two of the SLOs will be chosen as Assessment targets, and answers to questions that are related to those SLOs will be used as embedded assessment tools for purposes of continuous assessment, and assessment record-keeping.

**Complete the following for Renewal applications, only**
3. **Assessment results.** Provide a summary of aggregated assessment results, for each course-specific SLO, collected throughout the certification period.

4. **Utilization of assessment results.** Explain how assessment results have been used to modify or improve the course throughout the certification period. The narrative should include recommendations discussed among all instructors teaching the courses.
DIVERSIFICATION BOARD DECISION:

☑ Approved
  Renewal Due: Fall 2019

☐ Not approved
  Reasons:

Diversification Board Chair Signature: [Signature]
Date: 1/9/2015
Course Proposal (200 Level): Bible as History: Syllabus

The course considers the extent to which the Bible may be regarded as a credible historical document. It will review selected sections of the biblical text and compare them both to archaeological discoveries over the last 200 years and to scholars’ interpretations of those discoveries, particularly taking into account the so-called “minimalist” and “maximalist” points of view.

SLO’S:

1) Students will be able to describe characteristics of daily life in Middle Bronze Age to Iron Age Israel and the Ancient Near East (e.g., slave pricing, surrogate children via handmaidens, nomads traveling to Egypt to trade or during times of drought; second millennium B.C. suzerainty treaties).

2) Students will be able to name important leaders, prominent places, and various dominant and oppressed peoples of the Ancient Near East (e.g., Mari, Haran, Abraham, Moses, Ramses, Shishak, Joshua, David, Solomon, Sennacherib, Nebuchadnezzar, Jericho, Gezer, Lachish, Shiloh, Jerusalem, Nineveh, Babylon, Hebrews, Egyptians, Assyrians, Syrians, Moabites).

3) Students will be able to draw and/or dispute connections between an influential ancient text and relevant modern archaeological discoveries (e.g., Nuzi Texts, Megiddo layers, Jacob scarabs, Amarna Letters, Black Obelisk, Moabite Stone, Nineveh reliefs, Beni-Hasan Mural, Ruins of Jericho, Merneptah Stele, City of David, House of David Inscription).

4) Students will be able to explain causes of, or factors contributing to, significant events of the late second millennium and first millennium B.C.E. and early first millennium C.E. in the Ancient Near East (e.g., the conquest/occupation of Canaan, the Assyrian expansion, the Babylonian exile, the origins of Judaism and Christianity).

5) Students will be able to contrast, compare, and evaluate historiographical theories (e.g., Finkelstein and Thompson’s minimalist views as against Kitchen and Free’s more maximalist views) pertaining to the credibility of particular ancient texts (i.e., Hebrew Scriptures, Christian Bible, Dead Sea Scrolls).

REQUIRED TEXTS:

Israel Finkelstein and Neil Asher Silberman, The Bible Unearthed, (2002; Minimalist source)
Joseph Free and Howard Voss, Archaeology and the Bible (1992; Maximalist source)
The Holy Bible (any mainstream English translation: KJV, NKJV, ESV, NASB, etc.) Hard copy or online Handouts and/or Videos (provided and/or shown)

I. Introduction (Biblical Text and Archaeology Overview) – Week One

Theories regarding the origin of the biblical text and the role of archaeology in helping determine the historicity of the Bible are considered, including commentary by Eric Cline, John Currid, Richard Elliott Friedman, and Norman Geisler.
II. Pre-Patriarchal Period — Week Two
Biblical text before the appearance of Abraham is reviewed and contrasted to mainstream historical accounts.

Reading:
Genesis, chapters 1-11
Joseph Free and Howard Voss, Archaeology and the Bible, pp. 21-43. (Maximalist)
Werner Keller, Bible as History, pp. 3-18 (Handout)
John P. McKay, et al., Understanding World Societies, pp. 2-25. (Minimalist - Handout)
Archaeological finds and excavations: Tell Asmar; Nineveh excavation (Babylonian Flood Tablets) ...

III. Patriarchal Period — Weeks Three and Four
Review of the period from Abraham to Joseph and archaeological finds relevant to the biblical account.

Reading:
Genesis, chapters 12-50
Free, pp. 45-66 (Maximalist)
Finkelstein, pp. 27-47; 319-325 (Minimalist)
Archaeological finds and excavations: Nuzi Texts (Tablet of Adoption); Beni-Hasan Mural (Egypt); Jacob Scarabs ...

IV. Egypt and Exodus — Weeks Five and Six
The biblical account of Hebrews in Egypt, their slavery, and exodus is considered, including a comparison of James Hoffmeier and Thomas Thompson’s positions regarding the presence or absence of archaeological evidence.

Reading:
Exodus, chapters 1-27
Free, pp. 69-105 (Maximalist)
Finkelstein, pp. 48-71 (Minimalist)
Archaeological finds and excavations: Merneptah Stele Inscription (Egypt); Karnak Relief (Egypt); Joseph’s Slave Price cf. Hammurabi’s Code and Mari Texts; Tell el-Dab’a (Avaris); Tell Arad (East of Beersheba)
V.  **Conquest of Canaan and Judges – Weeks Seven and Eight**
The conquest and settlement of Israel in Canaan and rule by judges are the subjects of topic five. Was there a military conquest or only a settlement or yet only an early presence (and no exodus and conquest)?

**Reading:**
- Joshua, chapters 1-24 (Optional Judges, chapters 1-21)
- Free, pp. 107-122 (Maximalist)
- Finkelstein, pp. 72-95; 329-339 (Minimalist)

**Archaeological finds and excavations:** Hazor excavation; Tell el-Qedah; Shechem excavation; Tell Balatah; Bethel; Debir; Jericho (Garstang, Kenyon, Wood)

VI.  **United Monarchy – Weeks Nine and Ten**
Topic six contemplates the formation and characteristics of the “Davidic Kingdom.”

**Reading:**
- I Samuel, chapters 8-24; II Samuel, chapter 1-24, I Kings, chapters 1-11
- Free, pp. 123-147 (Maximalist)
- Michael Caba, “David: Man or Myth” in *Bible and Spade* (Summer 2011), pp. 73-78 (Maximalist)
- Finkelstein, pp. 123-145; 340-344 (Minimalist)

**Archaeological finds and excavations:** City of David excavation (Jerusalem); First Temple Period Bullae; Boghazkoy (Hittite capital excavation); Khirbat al-Mudayna (Moabite); Tell el-Kheleifeh (Red Sea Copper works, re Solomon)Tell el-Ful (N of Jerusalem, re Saul); Tell es-Safi (Gath re Philistines)

VII.  **Divided Kingdom – Weeks Eleven, Twelve, and Thirteen**
Topic Seven reviews the biblical claims for a divided kingdom of northern Israel and southern Judah as opposed to minimalist claims that this was the original monarchy.

**Reading:**
- I Kings, chapters 12-22; II Kings, chapters 1-24
- Free, pp. 149-192 (Maximalist)
- Finkelstein, pp. 149-295 (Minimalist)

**Archaeological finds and excavations:** Black Obelisk of Shalmaneser III (cf. I Kings 22:29-36, in British Museum); Moabite Stone/Mesha Stele (cf. II Kings 3:4-8); Hezekiah’s Tunnel (cf. II Kings 20:20); House of David Inscription (at Tel Dan – refers to House of David); Kitef Hinom Silver Scrolls (cf. Numbers 26:23-26, 7th c. B.C.); Lachish (Tell ed-Duweir)

VIII.  **Exile and Return – Week Fourteen**
Topic Eight looks at Judah’s “Babylonian Captivity” by Nebuchadnezzar, the return by the aegis of Cyrus the Great, and the so-called “Intertestamental (Persian; Hellenistic) Period.”
IX. **New Testament Period – (a) – Week Fifteen**

The basis for the formation of Christianity is reviewed: Jesus of Nazareth’s ministry; the journeys of Paul, the Apostle to the Gentiles; the Qumran Community

**Reading:**
- Mark, chapters 1-16; Matthew, chapters 27-28; Acts, chapter 9, 13-28
- Free, pp. 231-281 (Maximalist)
- Robert M. Price, “Jesus at the Vanishing Point” in *The Historical Jesus: Five Views*, pp. 55-83 (Handout; Minimalist)
- Archaeological finds and excavations: Caesarea Pontius Pilate inscription; the Galilee boat (Yigal Allon Museum); names, titles in Paul’s journeys cf. (Antioch, Cyprus, Salmis, Paphos, Galatia, Macedonia, Athens, Corinth, Ephesus, Jerusalem, Rome ...); Qumran Essenes’ Dead Sea Scrolls

X. **New Testament Period – (b) and Concluding Thoughts – Week Sixteen**

Topic Ten is a continuation of Topic Nine plus concluding thoughts for the course.

**Reading:**
- Dever, “What is Left of the History of Ancient Israel, and Why Should it Matter to Anyone Anymore?” in *What Did the Biblical Writers Know & When Did They Know It?*, pp. 245-298 (selections -- handout).
- Israel Finkelstein and Amihai Mazar, *The Quest for the Historical Israel*, pp. 183-195 (handout).

**GRADING:** Grades will be determined by (1) performance on ten one-to-two page (250-400 word) five-point papers on each of the topics above, each paper using at least one reference from a minimalist and maximalist source (50 points total); (2) a 25-point final exam based on lectures and readings; and (3) one 25-point, five-to-six page (1200-1300 word) term paper, covering a selected topic that includes commentary on one archaeological excavation site and which cites both minimalist and maximalist sources.