

# **The American University of Rome Archaeology and Classics Program Fall 2020**

## Mission Statement

*"The program in Classical Studies is a vigorous and important component of the Department of Arts and Humanities that aspires to excellence. Combining both traditional and innovative courses the program in Classical Studies introduces students to a wide variety of aspects of the ancient worlds of the Mediterranean with a special emphasis on Roman civilization and culture and its survival down to the present. Taking advantage of AUR's location in the heart of Rome, courses are offered on archaeology, art history, social and political history, literature and language, and philosophy. A great deal of the teaching is conducted on-site. The emphasis given by the program to the cultural interchange of the ancient world prepares students to recognize similar mechanisms in the modern world and the need for intercultural understanding and mutual respect."*

## **Archaeology of the Holy Land ARC 205**

**Credits & Class Hours: 3 credits**

**Tuesday and Thursday 3:50 – 5:30 pm  
Classroom B 105 / remote**

**Pre/Co-Requisites: Level 100 archaeology course or permission.**

**Professor: Jens Koehler**

**Office Hours: By arrangement.**

**Email: [j.koehler@aur.edu](mailto:j.koehler@aur.edu)**

### **Course Description**

This course explores the material culture of the period 10,000 BCE to the Crusades in the region commonly called the 'Holy Land' (modern day Syria, Lebanon, Jordan, Israel and Palestine). Following a chronological framework, the course will examine the archaeological evidence for the first permanent settlements, the rise of urbanism and the subsequent migrations/invasions by other groups such as the Egyptians, Assyrians, Babylonians, Greeks and Romans. The course will finish by looking at the arrival of the Islamic religion and the consequent Christian reaction resulting in the Crusades.

### **Textbook**

J. Magness, The Archaeology of the Holy Land. From the Destruction of Solomon's Temple to the Muslim Conquest 586 BCE-640 CE (2012, e-book), also available as Kindle edition.

## **Supplementary Reading**

(all books are in the AUR library, or they can be consulted online)

### general:

- J. Aruz - R. Wallenfels, *Art of the First Cities*. 3<sup>rd</sup> mill. BCE (2003)  
P. Bienkowski - A. R. Millard, *Dictionary of the Ancient Near East* (2000)  
M. van de Mieroop, *A History of the Ancient Near East* (2007)  
H. J. Nissen, *The Early History of the Ancient Near East* (1988, e-book)  
J. M. Sasson, *Civilizations of the Ancient Near East* (2000)

### Israel, Palestine:

- R. Arav, W. Lake, *Cities Through the Looking Glass: Essays on the History and Archaeology of Biblical Urbanism* (2008, e-book)  
G. Avni, K. Galor, *Unearthing Jerusalem: 150 Years of Archaeological Research in the Holy City* (2011, ebook)  
E. H. Cline, *Biblical Archaeology. A Very Short Introduction* (2009, e-book)  
W. G. Dever, *Recent Archaeological Discoveries and Biblical Research* (1990, e-book)  
K. Galor, H. Bloedhorn, *The Archaeology of Jerusalem: From the Origins to the Ottomans* (2013, e-book)  
A. Mazar, *Archaeology of the Land of the Bible. 10.000-586 BCE* (1982/Yale 2007)  
E. M. Meyers – M. A. Chancey, *Archaeology of the Land of the Bible: Alexander to Constantine* (2012, e-book)  
J. Murphy-O'Connor, *The Holy Land. Oxford Archaeological Guide* (1998/2008, 5<sup>th</sup> ed., e-book) guidebook  
W. E. Rast, *Through the Ages of Palestine Archaeology* (1992)  
E. Stern, *Archaeology of the Land of the Bible: Assyrian, Babylonian, and Persian Periods. 732-332 BCE* (2007)

### Bible studies:

- B. Chilton - H. C. Kee, *Cambridge Companion to the Bible* (2008 )  
R. A. Freund, *Digging Through the Bible: Understanding Biblical People, Places, and Controversies Through Archaeology* (2010, e-book)  
J. C. Godwin, P. Godwin, K. Dockrey, *The Student Bible Dictionary* (2014, e-book) superficial

### Syria, Lebanon, Jordan:

- M. E. Aubet, *Phoenicians and the West* (2<sup>nd</sup> ed. 2001)  
G. L. Harding, *Antiquities of Jordan* (1959/1967) <http://archive.org> (Universal Library)  
G. Markoe, *Phoenicians* (2000)

### post-antique, cultural heritage:

- A. J. Boas, *Crusader Archaeology* (1999)  
K. Galor, *Finding Jerusalem. Archaeology between Science and Ideology* (2017, Google Books)  
A. Walmsley, *Early Islamic Syria* (2007)

websites:

DAAHL = Digital Archaeological Atlas of the Holy Land

[www.biblicalarchaeology.org](http://www.biblicalarchaeology.org), includes Biblical Archaeology Review (BAR) and e-books

[www.asor.org](http://www.asor.org)

[www.bibleplaces.com](http://www.bibleplaces.com)

<http://oi.uchicago.edu>

[www.etana.org](http://www.etana.org)

[www.jewishvirtuallibrary.org](http://www.jewishvirtuallibrary.org)

### **Course Learning Objectives**

At the end of this course students will be able to:

1. Identify and describe the material culture pertaining to this region.
2. List the main events relating to the cultural groups who settled this area.
3. Critically analyze the interactions of the cultural groups who lived contemporaneously in this region.
4. Distinguish and discuss the historical, philological and archaeological methodologies applied in Near Eastern studies.
5. Interpret critically theories about ancient Near Eastern culture with particular reference to the region's current situation and the cultural heritage issues raised.
6. Explain the influence and importance of this area for Western civilization.

### **Course Learning Activities**

- Class participation (CLO 1,2,3)
- Class debate (CLO 2,3 )
- Project presentation and paper (CLO 1 & 3)

### **Assessment Tools**

Discussion Forum: Participation	10%
Oral presentation 1: Introduction	10%
Oral presentation 2: Case Study	20%
Research Paper 5%+5%+20%	30%
Final Essay Questions	30%

Discussion Forum (10%): Question & answer sessions related to single lessons and presentations will be posted on the Discussion Forum on MyAUR. This is an asynchronous tool, but students are advised to participate in a timely manner by posting questions or by responding to them.

Oral presentation 1 (10%): During the first half of the course, each student will introduce to a lesson or to a topic treated in upcoming lessons. The general overview can be presented as a synchronous power point of 5 minutes and should include a 1-page abstract.

Oral Presentation 2 (20%): For the second half of the course, students must synchronously present a case study on a selected topic related to the ancient Holy Land. Open questions and methodological problems should be discussed. Expected are a power point of not less than 10 minutes, accompanied by a written commentary of 2 pages.

Independent Research Paper (30% total): This is your opportunity to study an aspect of the Holy Land which particularly interests you. You can study a particular area or culture, or a theory. The paper will be developed in four phases:

1. Area of interest and thesis statement 5%. About 250 words describing the general area that the student wishes to research and culminating in a thesis statement that s/he intends to prove. It is not permitted to study anything that is explicitly covered in class.
2. Bibliography 5%. An annotated bibliography of about 8 library and electronic sources that the student intends to use arranged in order of importance. The thesis statement must be included.
3. Final Essay 20%. A complete draft of the final research paper, taking due account of the comments and amendments made on the first three phases. The final paper is expected to exceed 2,500 words. It must be submitted in 12 point type, double spaced with margins of one inch in numbered pages stapled together. You are encouraged to include illustrations where appropriate. Appropriate references and credit should be contained in the form of endnotes or footnotes. This is intended to be a formative experience in which everyone makes personal progress in developing his/her own writing skills. For this reason the first two phases can be re-written twice to obtain a higher grade. The re-write must be submitted within one week of the original submission. The final paper can only be rewritten under exceptional circumstances and, generally speaking, rough drafts are not permitted.

**All three phases are required to be submitted – you may not skip over a phase.** You are advised to prepare the first two phases thoroughly.

Evidence of plagiarism will result in a grade of F for the paper and will be reported to the Provost who may take further action up to and including expulsion. You must keep all notes, photocopies, articles, rough drafts etc. as you may be required to produce them. Failure to do so may result in an F for the paper.

*Please note that the Independent Research paper satisfies the requirement for Information Literacy tagged courses as part of the General Education program (this applies only to AUR resident students).*

Final Essay Questions (30%): This will be done as an asynchronous homework task. It will consist of three cumulative essay questions. You have the choice to answer 3 out of 5 or 6. It will require you to critically analyze the ancient cultures of the Holy Land in making inferences about historical and archaeological evidence, socio-political and artistic patterns and changes. It is your opportunity to draw together everything you have learnt in the course about the Ancient Near East, and the research methods and their problems.

## Grade Point Average

A student's grade point average (GPA) is computed by multiplying the quality points achieved by the number of credits for each course. The result is then divided by the total number of credit hours taken. The Cumulative or Career Total Grade Point Average (CGPA) is the grade point average for all credit hours taken at the University and at approved study abroad programs. The GPA and CGPA are calculated by truncating after the second digit after the decimal point. Transfer credits have no effect on the CGPA at The American University of Rome.

## Grades

Grades are posted on a secure area of the University's official website and are mailed to AUR degree students only upon written request. Grades are mailed to the various study abroad programs. Grades computed in the (GPA) reflect the following grade equivalents:

GRADE		GPA	
A	Excellent	4.00	94 – 100 points
A-		3.70	90 – 93.99 pts
B+	Very Good	3.30	87 – 89.99
B	Good	3.00	83 – 86.99
B-		2.70	80 – 82.99
C+		2.30	77 – 79.99
C	Satisfactory	2.00	73 – 76.99
C-	Less than Satisfactory	1.70	70 – 72.99
D	Poor	1.00	60 – 69.99
F	Failing	0.00	59.99 – 0
WU	Unofficial withdrawal counts as an F	0.00	
P	Applicable to development courses	0.00	
<i>Grades not computed into the grade point average are:</i>			
W	Withdrawal		
AUDIT (AU)	Only possible when the student registers for a course at the beginning of the semester as an audit student		
I	Incomplete work must be completed within the ensuing semester. Failure to do so results in automatically converting the I grade to the default grade, which is then computed into the grade point average		
P	Pass grade is applicable to courses as indicated in the catalog.		
WIP	Work in progress		

## Academic Integrity

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments, including but not limited to term papers, essays, and reports; lending to or producing assignments for others (either for or without payment); using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one's own; and otherwise misappropriating the knowledge of others. Such acts are both dishonest and deceptive: the work submitted to instructors is not the work of the person whose name it bears. In consequence, the sources from which one derives one's ideas, statements, terms, and facts, including internet sources, must be fully and specifically acknowledged in the appropriate form. Failure to do so, intentionally or unintentionally, constitutes plagiarism.

## **Attendance Policy    \*See the AUR Catalog (pg. 43-44) for the full policy.**

In keeping with AUR's mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University's attendance policy is as follows:

1.0. Minimum Attendance Requirement: Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

### **1.1. Automatically Accepted Absences**

Students will not be penalized for one absence from classes meeting once a week;

Students will not be penalized for three absences from classes meeting twice a week;

Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

1.2. If further absences are recorded, grade penalties will be applied according to the Instructor's specific attendance policy, as stated in the syllabus, and following the institutional parameters given in the Note\* below.

1.2.1. If the Instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement, and any penalized absences recorded above the basic 70% attendance requirement for the course will be invalidated.

1.3. During Summer sessions where courses are taught more intensively over a shorter period the following applies:

- Students will not be penalized for two absences from class.

### **2.0. Tolerated Absences**

Certain categories of absence will not be penalized but they will be counted as an absence (for a 3-credit course meeting twice a week). These absences are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG's "Ambassador Program" (Student Government initiative)
- Religious Holidays

The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please refer to the Provost's Office list of accepted absences for religious holidays)

Not attending a class due to the observance of a religious holiday will normally not be counted as an absence.

Students who will need to miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.

3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

\*Note: No Instructor may penalize a student more than half a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+).

### **Professor's Personal Attendance Policy**

Attendance will be taken at the beginning of every class. Oral presentations must be given on the day assigned.

## Remote students

Important Information for Remote Students in ARC 205. Please read closely as this information is customized for every class. As a remote student, you will have access to the live sessions of ARC 205 via the microphone and webcams installed in each AUR classroom. Please keep in mind the following policies for this class:

### Audio and Video

- Students should leave their microphones on throughout the class period to facilitate discussion but should mute themselves when appropriate (ambient noise).
- Students are expected to have their video on throughout the class period but may request an exemption to this expectation from the instructor.

### Participation

- Please familiarize yourself with the features of Zoom that will facilitate participation, such as the Raise Hand function and the chat.
- Remote students will actively participate during the class session via the chat function on Zoom. The instructor will monitor the chat throughout the class session.
- During the class time there will be designated periods for discussion. Remote students will be expected to actively participate in these discussions by voice and/or chat just as a student in the classroom would.
- All students are expected to make use of the Discussion Forum asynchronously.

Please remember that remote students are also held to AUR's Absence Policy, which requires the attendance of 70% of class meetings to be eligible for a passing grade. Live class meetings will not be recorded; remote students are expected to attend live class meetings via Zoom. Absences as a result of technological or connectivity problems are considered absences. Should you be experiencing a technological or connectivity issue that is causing you to miss two consecutive classes in any course, contact the Dean's Office immediately.



## Course Schedule

<u>day</u>	<u>lessons, content</u>	<u>important dates</u>	<u>reading</u>
	<i>Rosh Hashanah</i>	<i>Sep. 18-20</i>	
Sep. 22	1. Introduction. Course and Content. Syllabus.		Magness 1. Mazar 1. Murphy-O'Connor
Sep. 24	2. Overview. Land, Peoples and Chronology.		Magness 1. Mazar 1. Murphy-O'Connor
	<i>Yom Kippur</i>	<i>Sep. 27-28</i>	
Sep. 29	3. History of Research. Changing times, questions, and results.	(start of Discussion Forum)	Magness 1-2. Mazar 1. Galor
Oct. 1	4. Origins. Prehistory. Early Settlements.		Mazar 2-4. Nissen
	<i>Sukkot</i>	<i>Oct. 2-9</i>	
Oct. 6	5. Copper and Bronze Age, Canaanites Ebla, Akkad. 3 <sup>rd</sup> mill. BC.		Mazar 5-6.
Oct. 8	6. Israelites, Egypt, Exodus Egyptian influence. 2 <sup>nd</sup> mill. BC.	(start of oral presentations 1)	Mazar 6-7.
	<i>Shemini Atzeret / Simchat Torah</i>	<i>Oct 10-11</i>	
Oct. 13	7. Promised Land, David, Philistines Babylonian and Hittite influence.		Mazar 6-7. 12.
Oct. 15	8. Bible, History, Archaeology.	Paper phase 1 due	Mazar 8. Chilton - Kee
Oct. 20	9. Solomon. Phoenicians.		Magness 1. Mazar 8-10. 12. Aubet. Markoe
Oct. 22	10. First Temple. Architecture, Archaeology.	(start of oral presentations 2)	Magness 2. Mazar 9.
Oct. 27	11. History and Archaeology of the Galilee region. With guest Tsvika Tsuk: Sepphoris/ Zippori.		Magness 5. 9. 14.
Oct. 29	12. Religion and Archaeological remains.		Magness 1-2. Mazar 9. 11.
Nov. 3	13. Judah and Israel, Assyria, Neo-Babylonians.		Magness 2-3. Mazar 10. 12. Stern
Nov. 5	14. Persians, Second Temple, Seleucids. Hasmonean Kingdom.		Magness 3-5. Meyers - Chancey
Nov. 10	15. Jesus, Christians, Romans.	Paper phase 2 due	Magness 9. Meyers - Chancey
Nov. 12	16. Herod, palaces, Qumran.		Magness 7-8.
Nov. 17	17. From Temple Mount to Haram al-Sharif. With guest Katharina Galor.		Magness 2. 7. 17. K. Galor, Finding Jerusalem
Nov. 19	18. Roman Province, Caesarea. Jewish War, Masada.		Magness 8.



Nov. 24	19. Synagogues. Byzantine period.		Magness 14-15
Nov. 26	<i>Thanksgiving – no class</i>		
Dec. 1	20. Islamic period. Christian Crusades.		Magness 17. Walmsley. Boas
Dec. 3	21. The Holy Land today. Cultural Heritage.		Magness 14.
Monday, Dec. 7	22. Conclusion, Review for final essays.	Paper phase 3 due	Murphy-O'Connor
	<i>Hanukkah</i>	<i>Dec. 10-18</i>	
Dec. 10 / Dec. 9-14	4:00-6:00 p.m Final exam / Final Exam week	final essays due	
Guest speakers:	Katharina Galor, Brown University: Temple Mound, Nov. 17		
	Tsvika Tsuk, Israel Nature and Parks Authority, Sepphoris excavations? TBA		
Optional site visits (?):	Museo del Vicino Oriente, Egitto e Mediterraneo, “La Sapienza”		
	Synagogue and Jewish museum		
	Jewish Catacombs, Vigna Randanini or Villa Torlonia		
	Synagogue at Ostia antica		
Entry Fees	On-site visits are optional this semester. Students must pay their own entrance fees when required. The anticipated cost will be approximately € 15.	Every effort is made to be accurate but prices in Rome can	fluctuate without warning and AUR can accept no responsibility for this.

Please note that this schedule may be subject to change. AUR makes every effort to be accurate in informing students about entry fees. However, these can change with very little notice and AUR can accept no responsibility for this.

Students will be informed of schedule changes via email addresses on file with the registrar. Students must ensure that the registrar's office is kept up to date with their latest email address.



## ORAL PRESENTATION RUBRIC

<b>VERBAL SKILLS</b>			
AUDIBILITY	Volume well suited to room	Reasonable, occasional difficulty in hearing	Poor, difficult to hear, under projected
CLARITY	Most words clear	Occasional lapses but communication not impaired	Poor, difficult to decode
PRONUNCIATION	No marked lapses which interfere with communication	Occasional lapses but communication not seriously impaired	Very frequent lapses, communication impaired
LANGUAGE USE AND ACCURACY	Wide range, appropriate to topic, accurate	Adequate to task, somewhat limited, some inappropriate usage	Limited range, communication impaired
<b>NON-VERBAL SKILLS</b>			
INTONATION	Varied range	Range limited, reduces communication	Lack of range, greatly restricted
EYE CONTACT	Looked at most of the audience much of the time	Looked at some of audience but rather fixed	Hardly looked at audience, no real contact
USE OF GESTURES / FACIAL EXPRESSIONS	Helpful, enhanced communication	Helpful for audience	Unhelpful, distracting
<b>CONTENT</b>			
INTRODUCTION	Clear, helpful, assisted audience	Reasonably clear, gave some direction	Muddles audience
DEVELOPMENT	Logical, easy to follow, helpful links	Some difficulty in following some links	No apparent development, little linkage
USE OF EXAMPLE ILLUSTRATIONS	Stimulating, helpful, clear, interesting	Reasonably useful and helpful for audience	If used, unhelpful, difficult to see relevance
USE OF VISUALS (if relevant)	Stimulating, clear, enhanced presentation	Helpful, reasonably clear, assisted presentation	Unhelpful, muddled, distracted
QUESTIONS	Handled well, clear, confident, fully answered	Some awkwardness, reasonable, mostly answered	Muddled, no real answers
CONCLUSION	Well planned, effective ending	Some effort to wind up talk	Petered out, audience puzzled, no ending
DURATION	Kept to agreed limits	Strayed a little from agreed limits	Far too long, too short, audience unhappy

COMMENTS:

Tutor \_\_\_\_\_

The above rubric was obtained from <http://www.dundee.ac.uk/med&humanrights/SSM/admin/as-assessment.html> and is courtesy of Richard Ellis – Training and Communications Consultant.

### RUBRIC for the Research Paper

	<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Satisfactory (C)</b>	<b>Poor (D)</b>	<b>Failing (F)</b>
<b>Analysis and evaluation of arguments</b>					
<b>Ability to synthesize arguments</b>					
<b>Accurate and appropriate use of printed and electronic sources.</b>					
<b>Good English and presentation skills</b>					

Analysis and evaluations of arguments: the topic you have chosen has been the subject of debate amongst scholars. Typically, ideas develop through time and may differ between different countries, academic disciplines and scholars. It is your job to compare and contrast these opinions and evaluate the validity of the arguments. You should try to analyze why scholars disagree, what is the basis of their differences? You should not try to gloss over the arguments superficially but should actively explore their points of conflict.

Ability to synthesize arguments: when you read books and articles they will develop the arguments in great depth. It is your job to sum up the arguments accurately in a few sentences.

Accurate and appropriate use of printed and electronic sources: you must cite correctly using footnotes and include a complete bibliography at the end. Failure to cite your sources constitutes plagiarism.

Good English and presentation skills: your essay should be written in grammatically correct formal English. It should be presented following the instructions detailed above.

(adapted from Prof Daria Borghese)