I. Course Description

An independent study focused on the hands-on application of archaeological theory and method as part of an organized field excavation and/or laboratory analysis project.

This course may be taken for credit or audit by GRTS seminary or CU undergraduate students; in the case of the latter, the course may be taken in conjunction with a senior project or internship. This variable credit offering may be adjusted to student need but in its complete form consists of one credit of independent reading in the content area and two credits of an archaeological practicum with required team meetings and attendance at the planned lecture series. For FA15, the practicum will take place in the Hesse Memorial Archaeological Laboratory on the campus of CU with team meetings on Friday afternoons though other lab time will be expected.

II. Student Learning Outcomes

Upon the completion of this course each student should be able to:

- summarize major trends in “biblical archaeology” and articulate a position on the responsible integration of archaeological method and theory with biblical studies.
- describe technical aspects of archaeological method and practice applicable to the particular project specialization in field or laboratory analysis.
- demonstrate competence in the recovery, analysis, and interpretation of material and/or faunal remains, as applicable.
III. Required Course Textbooks

Laboratory Component (2 credits):

Biblical Archaeology Component (1 credit):

IV. Course Assessment & Requirements

Final grades will be calculated on the following components, listed below. For students taking the full three-credit course, the Laboratory Component will comprise 2/3 of the final grade and the Biblical Archaeology Component will comprise 1/3:

Laboratory Component (2 credits):
- Faunal ID Competency Exam: 25%
- Team Participation Summary: 25%
- Field/Laboratory Project: 50%

Biblical Archaeology Component (1 credit):
- Content Exam: 25%
- Lecture Participation Summary: 25%
- Response Essay: 50%
Competency Exam. A written and/or hands-on exam covering essential elements of field and/or laboratory terms, concepts, and practices. For FA15, the exam will focus on the elements of zooarchaeology and will contain a bone identification section.

Team Participation Summary. A written report summarizing team meetings attended and stating how many pages of data were entered in the online database. Summary requirements: No more than 2 pages, single-spaced, one-inch margins, 12-point font (10 point font for footnotes), formatted to GRTS or BASOR style (style guidelines posted on Moodle), submitted via TurnItIn dropbox on the Moodle site.

Field/Laboratory Project. A project tailored to the specific interests and vocational goals of the student as well as collections and excavations available at the time of enrollment. For FA15, the projects will center on the faunal collection from Tel Dan housed in the Hesse Memorial Laboratory. Project requirements: No page limit, single-spaced, one-inch margins, 12-point font (10 point font for footnotes), formatted to BASOR style, submitted via TurnItIn dropbox on the Moodle site.

Content Exam. An online exam accessed via Moodle covering essential elements, history, and recent trends in biblical archaeology.

Lecture Participation Summary. A written report summarizing and interacting with the content of the three scheduled lectures. Summary requirements: No more than 2 pages, single-spaced, one-inch margins, 12-point font (10 point font for footnotes), formatted to GRTS or BASOR style, submitted via TurnItIn dropbox on the Moodle site.

Response Essay. An essay addressing the integration of archaeological method and theory with biblical studies that interacts with the required course readings and focuses on a question determined in discussion with the professor. Essay requirements: No more than 5 pages, single-spaced, one-inch margins, 12-point font (10 point font for footnotes), formatted to GRTS or BASOR style, submitted via TurnItIn dropbox on the Moodle site.

V. Grade Scale
A = 93-100; A- = 90-92; B+ = 86-89; B = 83-85; B- = 80-82; C+ = 76-79; C = 73-75; C- = 70-72; D = 60-69; F = 59 or below.
VI. Class & Institutional Policies

Student Course Evaluation. In the last week of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Moodle (see final week of course in Moodle). These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

Inclusive Language. As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class, or religion.

Copyright Violation and Plagiarism. Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Tools menu)—“Copyright, Fair Use, & Plagiarism”: http://library.cornerstone.edu/content.php?pid=125720&sid=1079827.

Disability Accommodation. The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus. In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learning.center@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

Email Communication. Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications. Students can access their Cornerstone University email account as follows:
Go to gmail.cornerstone.edu
Enter CU username (e.g., n0236522) and password

Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:
- Log into CU email
- Select “Settings” in the upper right hand corner
- Select “Forwarding and POP/IMAP”
- Follow the on-screen instructions

Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

*Class Email Note.* The professor in this class may be contacted by email at anytime, but please note that he generally checks and responds to email Monday through Friday in the afternoons; he generally does not check or respond to email over the weekend. Thus, one should not expect to hear a response to an email sent after 5 p.m. Friday until Monday afternoon of the following week; please plan accordingly.

*Attendance, Participation, and Electronic Device Policies.* Students are expected to attend and participate in class, barring extenuating circumstances cleared with the professor. As per GRTS policy, two or more unexcused absences may result in a course grade reduction of one full letter grade. The use of cell phones, messaging devices, and other electronic devices (e.g., recording devices, music players, PDA’s, iPads, iTouches, tablets, computers, etc.) is prohibited during class time, unless it fulfills a disability accommodation. Exceptions may be made for the use of tablets and laptop computers for taking notes and using Accordance; students must secure permission for using these devices from the instructor. The use of all such devices is absolutely prohibited during exams and quizzes, unless it fulfills a disability accommodation.

*Mandatory Disclosure Statement.* Confidentiality and Disclosure: Students may request that information shared with a faculty or staff member in individual settings will remain confidential, except under the following conditions: There has been serious harm or threat of harm to self or others; There is reasonable suspicion of abuse of a child, elder or vulnerable person; There is a court order mandating disclosure of information; There is a dispute between a student and faculty/staff member and disclosure is necessary for resolution; The faculty or staff member requests supervisory consultation with CU Administration.
VII. Supplemental Bibliography
In addition to this very short list of general print resources pertaining to biblical archaeology, below, please see the bibliographies included in your course textbooks.

**Biblical Archaeology Component**

**Laboratory Component (Zooarchaeology):**
Barone, R.
Biran, A.
Biran, A.; Ilan, D.; and Greenberg, R.
1996 *Dan I: A Chronicle of the Excavations, the Pottery Neolithic, the Early Bronze Age and the Middle Bronze Age Tombs*. Jerusalem: Hebrew Union College-Jewish Institute of Religion.
Biran, A., and Ben-Dov, R.
2002 Dan II: A Chronicle of the Excavations and the Late Bronze Age “Mycenae” Tomb. Edited by A. Biran. Hebrew Union College-Jewish Institute of Religion.

Blumenchine et al.

Boessneck, J.

Grant, A.

Grantham, B. J.

Greenfield, H. J.

Greenfield, H. J., and Arnold, E. R.

Greenfield, H. J., and Bouchnick, R.

Greer, J. S.

Hesse, B.


Hesse, B., and Rosen, A.


Hesse, B., and Wapnish, P.


Hesse, B.; Fulton, D. N.; and Wapnish, P.

2010  *Animal Products and Bone Debris at Ashkelon in the Seventh Century BCE*.

Hesse, B.; Wapnish, P.; and Greer, J. S.


Horwitz, L. K.


Jin, J. J. H., and Mills, E. W.


Lev-Tov, J. S. E.

2000  Pigs, Philistines, and the Ancient Animal Economy of Ekron from the Late Bronze Age to the Iron Age II. Unpublished Ph.D. diss., University of Tennessee.

Lev-Tov, J. S. E., and Maher, E. F.

2001  Food in Late Bronze Age Funerary Offerings: Faunal Evidence from Tomb 1 at Tell Dothan. *Palestine Exploration Quarterly* 133: 91–110.

Lev-Tov, J. S. E., and McGough, K.


MacKinnon, M.


Marom, N., and Bar-Oz, G.


Marom, N., and Zuckerman, S.


O’Connor, T.


Outram, A. K.


Payne, S.


Payne, S., and Bull, G.

1988  Components of Variation in Measurements of Pig Bones and Teet, and the Use of Measurements to Distinguish Wild from Domestic Pig Remains. \textit{Archaeo zoologica} 2: 27–66.

Rask, K. A.


Reitz, E. J., and Wing, E. S.


Renfrew, C., and Bahn, P.

2016  \textit{Archaeology: Theories, Methods and Practice}. 7th. New York: Thames & Hudson.

Sasson, A.


Schmid, E.


Shipman, P.


Silver, I. A.


Sisson, S.; Grossman, J. D.; and Getty, R.


Speth, J. D.


Wapnish, P.


- 10 -


Wapnish, P., and Hesse, B.


Wapnish, P.; Hesse, B.; and Ogilvy, A.


Zeder, M. A.


Zeder, M. A., and Pilaar, S. E.


Zeder, M. A., and Lapham, H. A.

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Sept. 18</th>
<th>Laboratory introduction</th>
<th>N/A</th>
<th>Renfrew &amp; Bahn, chs. 1-5; Cline, all.</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>Sept. 25</td>
<td>Introduction to Zooarchaeology &amp; Bone, Bones, &amp; Skeletons</td>
<td>Lecture 1: <em>Introduction to Biblical Archaeology</em></td>
<td>O’Connor, chs. 1 &amp; 2; Renfrew &amp; Bahn, ch. 6; Article: Marom &amp; Zuckerman.</td>
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<tr>
<td>Week 4</td>
<td>Oct. 2</td>
<td>Taphonomy &amp; the Excavation of Faunal Remains</td>
<td>Lecture 2: <em>Highlights and Lowlights in the Archaeological Record</em></td>
<td>O’Connor, chs. 3 &amp; 4; Renfrew &amp; Bahn, chs. 7-12; Article: Wapnish &amp; Hesse.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Oct. 9</td>
<td>Identification and Description</td>
<td>Lecture 3: <em>Biblical Archaeology at Tel Dan</em></td>
<td>O’Connor, ch. 5; Dever, all. Articles: Raban-Gerstel et al.; “Tel Dan.”</td>
</tr>
<tr>
<td>Week 6</td>
<td>Oct. 18</td>
<td>Bone Counts and Quantifying Taxa</td>
<td>Lecture Summary Due</td>
<td>O’Connor, ch. 6; Silberman &amp; Finkelstein, all. Article: Sapir-Hen.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct. 23</td>
<td>Body-Part Quantification</td>
<td>N/A</td>
<td>O’Connor, ch. 7; Levy, all. Chapter: Greer.</td>
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<tr>
<td>Week 8</td>
<td>Oct. 30</td>
<td>No additional team meeting after exam.</td>
<td>Faunal Identification Competency Exam</td>
<td>N/A</td>
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<td>Week 9</td>
<td>Nov. 6</td>
<td>Age at Death Estimation</td>
<td>N/A</td>
<td>O’Connor, ch. 8. Articles: Payne; Silver; Arnold &amp; Greenfield.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Nov. 13</td>
<td>Paleopathology</td>
<td>Response Essay Due</td>
<td>O’Connor, ch. 9. Chapter: Shipman; Article: Speth.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov. 20</td>
<td>No additional team meeting: exam is online.</td>
<td>Biblical Archaeology Content Exam</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Nov. 27</td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Dec. 4</td>
<td>Metrical and Non-metrical Variation</td>
<td>Participation Summary Due Lab Project Due</td>
<td>O’Connor, ch. 10. Article: Rowley-Conwy; Boessneck et al.; Prummel &amp; Frisch; Zeder.</td>
</tr>
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*Appendix: Course Schedule & Due Dates*