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Shaw University Divinity School

OTS 501

Survey of the Old Testament

Spring 2009

Saturday, 2:30-5:00

Leonard 303

Welcome!

Shaw Divinity School students are committed, mature, engaged learners. You have chosen to serve Christ and the Church by preparing yourself spiritually and intellectually for ministry. This class will invite you to consider how God speaks to us through the Old Testament.

Instructor

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Office Hours

Tuesday, 8:00-6:00
other days and times by appointment

Divinity School Program Learning Outcomes

Mission Statements

MRE Program Mission	MDiv Program Mission
The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American Church	The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church

Program Goals

MRE Program Goals	MDiv Program Goals
<ol style="list-style-type: none"> 1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry; 2. to help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs; 3. to assist students with personal growth and spiritual maturity; and 4. to provides skills in teaching and in design, administration, and assessment of educational programming. 	<ol style="list-style-type: none"> 1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage; 2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions; 3. to support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness; 4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.

Program Learning Outcomes

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith 2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God's people; 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education; 4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries 	<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith 2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns; 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community; 4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership

Course Description

The focus of this course is learning the content of all the books of the Old Testament. Students will take regular quizzes on the content of the books. Students will also be introduced to the history of ancient Israel and some of the critical methods employed in studying the text.

Student Learning Outcomes

Student Learning Outcomes (SLO) At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes	Linkage to MRE Program Learning Outcomes
1. list and spell correctly the books of the Old Testament in canonical order	Final Exam	1	1
2. identify the major structural elements, themes, and major critical issues in at least one book from each division of the canon	Quizzes	1	1
3. identify on a map the major geographical areas and sites in ancient Afro-Asia	Map Project	1	1
4. describe at least two points of controversy in the history of ancient Israel, identify the scholarly perspectives on these issues	Map Project	1	1
5. describe the differences between the Alexandrian and Palestinian canons	Quizzes and Final Exam	1	1
6. identify at least five dates in the history of Israel	Quizzes and Final Exam	1	1

Texts and Blackboard

Required Texts

Achtemeier, Paul, Ed. *HarperCollins Bible Dictionary*. Rev. Ed. San Francisco: HarperCollins, 1996.

LaSor, William, David Hubbard, and Frederick Bush. *Old Testament Survey*. 2nd Ed. Minneapolis: Eerdmans, 1996.

Pritchard, James B. *HarperCollins Atlas of Bible History*. San Francisco: HarperCollins, 2008.

Society of Biblical Literature. *HarperCollins Study Bible*. Rev. Ed. San Francisco: HarperCollins, 2006.

If this is your first course in Biblical Studies, then you should add the following book and read it during the course of the semester:

Brown, Michael Joseph. *What They Don't Tell You: A Survivor's Guide to Biblical Studies*. Louisville: Westminster John Knox Press, 2000.

Please bring your Bible to class every day. In addition to the required Bible, there are other good study Bibles available. In the NRSV, the *New Interpreter's Study Bible* and the *New Oxford Annotated Bible* are both good choices. In the NIV Zondervan's *NIV Study Bible* is the best choice. **Do not** use the Authorized Version (King James), New King James, New Living Translation, Contemporary English Version, Amplified Bible, or paraphrased Bible in this class.

Blackboard

This class will use Blackboard. You can connect to the Blackboard site through the University's website www.shawuniversity.edu.

Course Requirements

Please Note! All assignments are due on the date(s) indicated below. Any assignment submitted after the due date for any reason cannot receive an A. The highest grade possible for any such assignment is B.

M.Div./M.R.E. Assignments

This course focuses on basic content, structure, and themes of the books of the Old Testament. Because this knowledge is foundational for both degrees, this course will not distinguish between the two degrees in assignments.

Pre-Instruction Assessment

As part of the University's continuous program of assessment, students will take a quiz as part of the assessment of the effectiveness of the course. That is, the quiz is not a test of the student, but of the effectiveness of the course. This course is required and should be completed prior to Jan. 24. For students who register during add/drop, the quiz should be

completed within one week of registering. **Please note that this quiz will not be used in computing the student's grade.**

Date: Jan. 24 (or within one week of registration)

Weight: 0%

Online Discussions

Three online discussions will be posted on Blackboard. Each discussion will require the student to post two responses. The first response will be a response to the instructor's post, and should be 4 or 5 good paragraphs. For the second response in each round, students will read a classmate's post and respond to that classmate in 2 or 3 good paragraphs.

Dates: Feb. 7/Feb. 21; Mar. 7/Mar. 21; Apr. 18/Apr. 25

Weight: 10%

Quizzes

A total of four quizzes will be given. The quizzes will cover the following material:

Quiz 1 -- How We Got the Hebrew Bible, The Torah, Genesis, Exodus, Leviticus, Numbers, Deuteronomy

Quiz 2 -- History of Israel, Parts 1 and 2, Joshua, Judges, Samuel, Kings

Quiz 3 -- The Prophetic Books, Isaiah, Jeremiah, Ezekiel, 12 Minor Prophets

Quiz 4 -- History of Israel, Part 3, The Writings, The Wisdom Literature, Psalms, Proverbs, Job, Five Little Scrolls, Chronicles, Ezra-Nehemiah, Daniel

All four quizzes must be completed no later than April 25.

Dates: posted Jan. 24, Feb. 7, Feb. 21, Apr. 4

Weight: 35%

Map and History Library Project

Details of the assignment are given at the end of the syllabus. Students will create maps of Israel and Afro-Asia and also answer questions related to the history of ancient Israel.

Date: April 4

Weight: 20%

Final Exam

A comprehensive final exam will be given. Students may take the exam on Blackboard or in class.

Date: May 2

Weight: 35%

Plagiarism/Honor Pledge

All assignments are submitted with the following honor pledge implied.

I affirm that the content of this assignment is my own work. Nothing in this work is copied from a textbook, other book or online source, or another student except where permitted and properly documented. I understand that if I violate this affirmation I will receive a failing grade on this assignment and possibly in the class.

The University Handbook states that repeated instances of plagiarism will result in suspension and/or expulsion from school.

Attendance and Classroom Decorum

Attendance

The University policy on absences applies in this class. Students may not have more **unexcused** absences than the number of times the class meets in a week (1). Students must keep **excused** absences to a minimum. It will be very difficult for a student to pass this course if she/he misses more than 1/4 of the class meetings (3). Students who have multiple absences should consult with the instructor to determine if she/he should withdraw from the class. Each student is responsible for getting class notes, handouts, and other materials and for submitting any assignments for any class she/he misses.

Decorum

Class will begin and end on time. Please respect your fellow students by arriving before class starts and remaining until class is over. Please turn cell phones off before class begins. Vigorous discussion is encouraged in class. Students will demonstrate respect for each other in all class discussions. As adult learners, students are expected to dress and conduct themselves appropriately in class.

Class Schedule

Date	Topics	Student Learning Outcome	Assigned Reading	Mode of Instruction	Related Assignment	Resources	Assessment Tool
Jan. 17	Introduction, How We Got the Hebrew Bible, The Pentateuch	2, 5		Class discussion and questions	Log onto Blackboard	Handouts, Practice Quiz	Pretest
Jan. 24	Genesis, Exodus	2	Genesis, Exodus <i>Old Testament Studies</i> (OTS), chapters 1, 2, 3, 4, 5 <i>HarperCollins Bible Dictionary</i> (HCBD) articles on Genesis, Exodus, Texts-Versions-Manuscripts-Editions, canon	Class discussion and questions		Handouts	Quiz 1
Jan. 31	Leviticus, Numbers, Deuteronomy	2	Leviticus, Numbers, Deuteronomy OTS chapters	Class discussion and questions	Discussion Topic 1 Posted on Blackboard	Handouts	Quiz 1

Date	Topics	Student Learning Outcome	Assigned Reading	Mode of Instruction	Related Assignment	Resources	Assessment Tool
			6, 7, 8 HCBBD articles on Leviticus, Numbers, Deuteronomy				
Feb. 7	History of Israel, Part 1, The Prophetic Books, Joshua, Judges	2, 4, 5	Joshua, Judges OTS chapters 9, 10, 11 HCBBD articles on Joshua, Judges, Israel, prophet	Class discussion and questions	Discussion Topic 1 first response due	Handouts	Quiz 2
Feb. 14	History of Israel, Part 2, Samuel, Kings	2, 4	Samuel, Kings OTS chapters 12, 13, 14, 15 HCBBD articles on Samuel, Kings, David, Solomon, Judah (Kingdom of),	Class discussion and questions		Handouts	Quiz 2
Feb. 21	Amos, Hosea, Micah	2	Amos, Hosea, Micah OTS chapters 16, 17, 18, 19, 20 HCBBD articles on Amos, Hosea, Micah	Class discussion and questions	Discussion Topic 1 second response due	Handouts	Quiz 3
Feb. 28	Isaiah	2	Isaiah OTS chapters 21, 22 HCBBD article on Isaiah	Class discussion and questions	Discussion Topic 2 Posted on Blackboard	Handouts	Quiz 3
Mar. 7	Zephaniah, Nahum, Habakkuk	2	Zephaniah, Nahum, Habakkuk OTS chapter 23 HCBBD articles on Zephaniah, Nahum, Habakkuk	Class discussion and questions	Discussion Topic 2 first response due	Handouts	Quiz 3
Mar. 14	Jeremiah, Ezekiel	2	Jeremiah, Ezekiel	Class discussion		Handouts	Quiz 3

Date	Topics	Student Learning Outcome	Assigned Reading	Mode of Instruction	Related Assignment	Resources	Assessment Tool
			OTS chapters 24, 25 H CBD articles on Jeremiah, Ezekiel	and questions			
Mar. 21	Obadiah, Joel, Jonah, Haggai, Zechariah, Malachi	2, 4	Obadiah, Joel, Jonah, Haggai, Zechariah, Malachi OTS chapters 26, 27, 28, 29, 30 H CBD articles on Obadiah, Joel, Jonah, Haggai, Zechariah, Malachi	Class discussion and questions	Discussion Topic 2 second response due	Handouts	Quiz 3
Mar. 28	No Class Meeting						
Apr. 4	History of Israel, Part 3, The Writings, Psalms, Wisdom Literature, Proverbs, Job	2, 3, 4, 5, 6	Psalms, Proverbs, Job OTS chapters 31-35 H CBD articles on Psalms, Proverbs, Job, Temple, wisdom	Class discussion and questions	Map and History Project Due Discussion Topic 3 posted on Blackboard	Handouts	Quiz 4
Apr. 11	No Class Meeting -- Easter Break						
Apr. 18	Five Little Scrolls	2	Ecclesiastes, Song of Songs, Ruth, Lamentations, Esther OTS chapters 36, 37, 38, 39, 40 H CBD articles on Ecclesiastes, Song of Solomon, Ruth, Lamentations, Esther	Class discussion and questions	Discussion Topic 3, first response due	Handouts	Quiz 4
Apr. 25	Chronicles, Ezra-Nehemiah,	2	Chronicles, Ezra, Nehemiah,	Class discussion and	Discussion Topic 3, second	Handouts	Quiz 4

Date	Topics	Student Learning Outcome	Assigned Reading	Mode of Instruction	Related Assignment	Resources	Assessment Tool
	Daniel		Daniel OTS chapters 41, 42, 43 HCB articles on Chronicles, Ezra, Nehemiah, Daniel, apocalyptic literature	questions	response due		
May 2	No class meeting – Exam						Final Exam

Evaluation

This course will employ a 10 point scale:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

Please note: because this is a required course, students must make a C or better, or the course will have to be repeated.

Incompletes

An incomplete can only be given in extraordinary situations when there is a compelling reason why a student cannot complete the required work before the end of the semester. A student must request an incomplete, state a reason why she/he cannot complete the work, and sign an I-Grade Form before an incomplete can be granted. This must be done before the final date for grades to be submitted (May 12).

Selected Bibliography

Introductions

Anderson, Bernhard W. Steven Bishop, and Judith Newman. *Understanding the Old Testament*. Fifth Edition. New York: Prentice Hall, 2006. The standard undergraduate textbook for Old Testament introduction. Excellent bibliographies, pictures, maps, resources, and index. A valuable addition to students' libraries.

Birch, Bruce, Walter Brueggemann, Terence Fretheim, and David Petersen. *A Theological Introduction to the Old Testament*. Second Edition. Nashville: Abingdon Press, 2005. A very good introduction to the theological themes and issues in the Old Testament. The material is arranged chronologically.

Brueggemann, Walter. *Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville: Westminster John Knox Press, 2003. An excellent

- introduction that focuses on the theology of each book of the Old Testament, arranged according to the Palestinian Canon. Highly recommended.
- Gottwald, *The Hebrew Bible: A Socio-Literary Introduction*. Philadelphia: Fortress Press, 1985. Thorough, with special attention to the cultural history and sociology of Israel.
- Knight, Douglas, and Gene M. Tucker, Eds. *The Hebrew Bible and Its Modern Interpreters*. Chico, California: Scholars Press, 1985. A very good, comprehensive examination of the history of scholarship on the Hebrew Bible. Even though it is over twenty years old now, it is one of the best summaries of critical scholarship available.

History and Archaeology of Israel and Judah

- Aharoni, Yohanan. *The Archaeology of the Land of Israel: From the Prehistoric Beginnings to the End of the First Temple Period*. Philadelphia: Westminster Press, 1982. This is an older work, but still useful. If you can't find Mazar (see below), this is the next best summary of the archaeology of ancient Israel.
- Bright, John. *A History of Israel*. Fourth Edition. Louisville: Westminster John Knox Press, 2000. Reflects the views of the American School of OT history.
- Mazar, Amihai. *Archaeology of the Land of the Bible: 10,000-586 BCE*. Anchor Bible Reference Library. New York: Doubleday, 1990. A very good, comprehensive examination of archaeological data. It looks at all aspects of material culture, and avoids the older tendency to look only at monuments and large-scale building.
- Miller, J. Maxwell, and John H. Hayes. *A History of Ancient Israel and Judah*. Philadelphia: Westminster, 1986. From the perspective of the "German School," painstaking historical analysis of OT in light of ancient Near Eastern and archaeological research.
- Stern, Ephraim, Ed. *The New Encyclopedia of Archaeological Excavations in the Holy Land*. New York: Simon and Schuster, 1992. This is a revision of an earlier edition. It is a comprehensive compilation of the scholarly excavations at sites in and around the land of Israel.

Bible Dictionaries

- Freedman, D.N., Ed. *The Anchor Bible Dictionary*. New York: Doubleday, 1992. The most up-to-date and thorough dictionary available, although it is heavily weighted toward historical and archaeological issues.
- Buttrick, G.A. Ed. *The Interpreter's Dictionary of the Bible*. Nashville: Abingdon Press, 1962; Supplementary Volume, 1976. Although now somewhat dated, it is full of useful information on almost any topic of biblical study. The Supplementary Volume provides updated articles on key issues. A new version will come out starting in 2008.
- Freedman, D.N. Ed. *Eerdmans Dictionary of the Bible*. Grand Rapids, MI: Eerdmans Publishing Co., 2000. A recent and thorough one-volume Bible dictionary.

Ancient Near Eastern Texts

- Pritchard, James B. Ed. *Ancient Near Eastern Texts Relating to the Old Testament*. Third Edition. Princeton, Princeton University Press, 1969. The standard collection of

the writings of Israel's neighbors. It is used so often that it is frequently simply abbreviated, ANET. Valuable in spite of the "King James" language of the translations.

Pritchard, James B. Ed. *The Ancient Near East: An Anthology of Texts and Pictures*. Second Ed. Princeton: Princeton University Press, 1969. This is a paperback, shorter version of ANET. It contains a wealth of objects and images from ancient Afro-Asia.

Matthews, Victor H. and Don C. Benjamin, Jr. Eds. *Old Testament Parallels: Laws and Stories from the Ancient Near East*. New York: Paulist Press, 1991. More readable translations than Pritchard and the most affordable and useful collection for your personal library.

Pentateuch

Blenkinsopp, Joseph. *The Pentateuch: An Introduction to the First Five Books of the Bible*. Anchor Bible Reference Library. New York: Doubleday, 1992. An excellent introduction to the critical issues that have dominated scholarly debate for two hundred years.

Fretheim, Terence. *The Pentateuch*. Interpreting Biblical Texts. Nashville: Abingdon, 1996. An excellent, readable introduction to the books of the Pentateuch that focuses on literary and theological issues.

Former and Latter Prophets and Prophecy

Blenkinsopp, Joseph. *A History of Prophecy in Israel*. Louisville: Westminster John Knox Press, 1996. A comprehensive survey of critical issues on prophecy and the prophetic books. Blenkinsopp focuses on the historical context of the prophets.

Emmerson, Grace. *Prophets and Poets*. Nashville: Abingdon Press, 1997. A brief text oriented to a general audience that focuses on the theological issues in the prophetic books.

Heschel, Abraham J. *The Prophets*. San Francisco: HarperCollins, 1975. An old resource, written by a Jewish scholar. However, Heschel's insights into the psychology of prophecy continues to be very influential.

Nelson, Richard D. *The Historical Books*. Interpreting Biblical Texts. Nashville: Abingdon, 1998. A very good, brief, readable examination of the literary and theological issues raised by the Former Prophets along with Chronicles and Ezra-Nehemiah. Nelson also offers a helpful examination of the differences between these books and what we commonly refer to as "history."

Weems, Renita. *Battered Love: Marriage, Sex, and Violence in the Hebrew Prophets*. Minneapolis: Fortress Press, 1995. Although this is not a comprehensive examination of prophecy, it is an excellent examination of a specific theological issue in three prophetic books: Hosea, Jeremiah, and Ezekiel.

Wilson, Robert R. *Prophecy and Society in Ancient Israel*. Minneapolis: Fortress Press, 1980. An attempt to distinguish Israel's prophets by their social settings, Wilson's study is very interesting, but only partly successful.

The Writings and Wisdom Literature

- Clifford, Richard J. *The Wisdom Literature*. Interpreting Biblical Texts. Nashville: Abingdon, 1998. An excellent, brief introduction to the Wisdom books that focuses on theological issues.
- Cook, Stephen L. *The Apocalyptic Literature*. Interpreting Biblical Texts. Nashville: Abingdon, 2003. Although this contains a lot of material on inter-Testamental and New Testament literature, Cook also offers a very helpful approach to reading Apocalyptic, including Daniel.
- Crenshaw, James L. *Old Testament Wisdom*. Louisville: Westminster John Knox Press, 1998. One of the best, most comprehensive studies of the Wisdom Literature, focusing on its relationship to Israel's faith and its ancient context.
- Rad, Gerhard von. *Wisdom In Israel*. Nashville: Abingdon Press, 1972. An older resource, but still very useful.

Resources for non-Eurocentric Interpretation

- Brown, Michael Joseph. *Blackening of the Bible*. Harrisburg, PA.: Trinity Press International, 2004. An excellent, comprehensive survey of the major scholars and issues in African American interpretation.
- Felder, Cain Hope. *Troubling Biblical Waters*. Maryknoll, NY: Orbis Books, 1989.
- . *Stony The Road We Trod*. Minneapolis: Fortress Press, 1991.
- These two books present an excellent overview of the issues and concerns in African American biblical interpretation.
- Ukpong, Justin. *Reading the Bible in the Global Village*. Leiden: E. J. Brill, 2002. A collection of essays from non-Western biblical scholars given at a meeting in Cape Town, South Africa. The essays give a very good picture of issues in biblical interpretation from Asian and African perspectives.
- Bailey, Randall. *Yet With a Steady Beat*. Atlanta: Society of Biblical Literature, 2003. A volume that continues the work begun in *Stony the Road We Trod*.
- Weems, Renita. *Just A Sister Away*. New York: Warner Books, 2005. An excellent example of Womanist biblical interpretation.

Map and History Library Project

Resources

This is a project that requires you to do some work in the library. Books are available in the Divinity School Library, and also at many college libraries and even some public libraries, that will be of use to you in this assignment. The following resources will be of significant help in completing this assignment. You can find the full bibliographic reference for the books in the bibliography in the syllabus.

Textbooks: *Old Testament Survey*, esp. chapters 12, 13, 14, 15, 48, 49, and 50
HarperCollins Atlas of Bible History
HarperCollins Bible Dictionary

Other Texts: *Anchor Bible Dictionary*, esp. articles on "Israel, History of," "King and Kingship," "Mesopotamia, History of," "Egypt, History of"

John Bright, *History of Israel*, 4th Edition

Amihai Mazar, *Archaeology of the Land of the Bible*

Oxford Bible Atlas

(If you can't find Mazar, look for one of the following: Yohanan Aharoni, *The Archaeology of the Land of Israel*; W. F. Albright, *The Archaeology of Palestine*; or Kathleen Kenyon, *Archeology in the Holy Land*.)

Handouts: History of Israel, Parts 1, 2, 3

Joshua

Judges

Map

This assignment will require you to create two maps, one of Afro-Asia and one of the land of Israel. These maps may be traced from the maps in the *HarperCollins Atlas of Bible History* or any other good Bible atlas. You may also use computer-generated *outlines* for the maps, but computer-generated maps with the sites already located are not acceptable. Photocopies of maps with the sites highlighted are also not acceptable. Feel free to make the maps as colorful and creative as you wish. The following is a list of what must be located on each map, but feel free to note other sites of importance also. (1 pt. for each site)

Ancient Afro-Asia

Rivers:

Tigris

Euphrates

Nile

Orontes

States:

Egypt

Babylon (nation)

Assyria

Hittite Empire

Ethiopia (Cush)

Libya

Media

Persia

Cities:

Babylon

Ur

Asshur

Nineveh

Mari

Qarqar

Ugarit

Thebes (Egypt)

Memphis

Tyre

Sidon

Damascus

The Land of Israel

Nations:

Israel
Judah
Ammon
Edom
Moab
Syria
Philistia

Cities:

Jerusalem
Hebron
Beersheba
Dan
Hazor
Shiloh
Samaria
Ashdod
Gaza
Shechem
Bethel
Lachish
Jericho
Jezreel
Gilgal
Megiddo
Kadesh Barnea

Topographical --

Regions:

Negeb
Arabah
Shephelah
Hill Country of Ephraim
Hill Country of Judah
Upper Galilee
Lower Galilee
Mt. Carmel
Mt. Hermon

Bodies of Water:

Jordan River
Sea of Galilee
Dead Sea

History Questions

Allow at least one page, double-spaced for each answer. Make certain to answer all parts of each question. Each question counts **10 points**.

1. What were the **major** powers in Afro-Asia during the period of Israel's existence as a nation, between 1250 BC and 587BC? Where were they located in relationship to Israel? During what periods were each of these powers active?
2. What are the main characteristics of the archaeology of the Iron I period (time of the Judges) in the land of Israel? What are three ways the archaeology of the Iron I period differs from that of the Late Bronze Age?
3. Why is the settlement of Israel in the Land of Canaan a complicated matter as far as historians are concerned? Briefly describe the three theories that have been advanced to explain how Israel emerged in the land of Canaan?
4. What factors led to the establishment of the monarchy under Saul? As the monarchy grew in power under later kings, how did it affect Israel's social structure, economy, and faith?