The study of ancient religions relies on information derived from textual and material remains. However, these records tend to be incomplete and fraught with interpretive difficulties. This course will examine various methodological and interpretive frameworks that have been used to write the religious history of ancient Israel based on the biblical text in combination with – and sometimes in opposition to – the findings of archaeology. Additional focus will be on the biases at work in a variety of theoretical approaches, including theological, feminist, literary, anthropological, and historical perspectives, and how to integrate them in a cross-disciplinary methodological strategy in the analysis and integration of evidence to reconstruct and understand ancient Israelite religious experience. Essentially, this is a course about critical thinking in the reconstruction of religious history. How do we know what we know?

Evaluation

4850 students:
1. 9 weekly reflection papers on the readings, approximately 2 pages in length, worth 5% each for a total of 45%
2. presentation of conclusions re integration of archaeology & text (each with a specific focus TBD), worth 10%
3. term paper expanding on the presentation topic, based on research and reflection, due April 17, worth 25%
4. attendance and constructive participation, worth 20%

5850 students:
1. 7 weekly reflection papers on the readings, approximately 3 pages in length, worth 5% each for a total of 35%
2. individual presentations (combining lecture and discussion leadership), 2 @ 10% each, total 20%
3. term paper write-up of presentation research, due April 17, worth 25%
4. attendance and constructive participation, worth 20%

Schedule

Thur. Jan. 7  Introduction to the course
READ: Brandfon, “Archaeological Views: Digging a Hole and Telling a Tale” (on CULearn)
READ: Na’aman “The Trowel vs. the Text” (on CULearn)
Defining terms: “history” and “religion”
Are all biases bad? Is scholarly objectivity possible?
Theory and method in archaeology, history, & religious studies

READ: “Syria-Canaan” and “Israel” in *The Cambridge Companion to Ancient Near Eastern Religions* (on CULearn)

Reflection paper: Assess and critically evaluate scholarly methods, goals, and assumptions at work in integrating archaeology and text to reconstruct ancient Israelite religious history in the NOVA documentary and scholarly articles.

Thur. Jan. 21  Methods in Reconstructing Israelite Religion

Reflection paper: Summarize and assess Zevit’s approach to reconstructing Israelite religion.
Thur. Jan. 28  Genesis: The World of the Patriarchs and Its Authors
READ: Robert Miller, “Israelite Life before the Kings” (on CULearn)
READ: http://www.bibleinterp.com/articles/mcnutt_ancientIsrael.shtml
READ: Genesis (all); Proverbs 31

Reflection paper: *What does it mean to reconstruct biblical society with a “social science method”? Apply McNutt’s method to your reading of Genesis – what conclusions might you draw about ancient Israelite society in reading the biblical text from a social science perspective?*

Thur. Feb. 4  The Historicity of the Exodus
READ: Exodus 1-20
READ: B. Halpern, “The Exodus from Egypt: Myth or Reality?”
READ: B. Malamat, “Let My People Go and Go and Go and Go - Egyptian records support a centuries-long Exodus”
READ: R. Hendel, “The Exodus in Biblical Memory”
READ: B. Halpern, “Eyewitness Testimony”

Reflection paper: *If we had only the archaeological evidence and no biblical story, would anyone postulate a historical exodus? If not, is the enterprise of trying to bring archaeology and text together to reconstruct a historical exodus, as some scholars do, fraught with methodological difficulty from the outset? Why or why not?*

Thur. Feb. 11  The Emergence of Israel in Canaan
SKIM: Joshua, Judges
READ: “From Wilderness Wandering to the Promised Land” on CULearn
READ: Amnon Ben-Tor, “Who Destroyed Canaanite Hazor?” on CULearn
READ: William Dever, “The Search for History in the Bible” on CULearn

Reflection paper possibilities (please note that all of the above readings are required in order to do a thorough job on any of the questions below):

1. *Do you agree with the “Wilderness Wandering” author’s conclusions? What might you change, or add to them? Do you think anything more definitive can be said about the origins of Israel?*

2. *Why is it important to understand the historicity of the exodus and Israel’s origins in terms of reconstructing Israelite religion? How might perspectives on the historicity of the exodus affect one’s reconstruction of Israelite religion from both text and artifact?*

3. * Critically evaluate Dever’s model for the emergence of Israel, and the methods by which he developed it.*

Thur. Feb. 18  BREAK WEEK

Thur. Feb. 25  The United Monarchy
READ: 2 Samuel (all)
READ: N. Na’aman, “The Interchange Between the Bible and Archaeology” (on CULearn)
READ: Y. Garfinkel, “The Birth and Death of Biblical Minimalism” (on CULearn)
READ: “Kings of Controversy” (on CULearn)
READ: “A Centrist” (on CULearn)
READ: “Dever vs. Finkelstein” (on CULearn)
READ: Philip Davies http://www.bibleinterp.com/articles/dav358019.shtml
And for fun (optional, but if you read it check the comments @ bottom too)
And - B. Halpern “Erasing History” (on CULearn)

Reflection paper: *What are the issues involved in the debates over the existence and potential dating of the united monarchy? What place does methodology have here? Whose methods seem the most sound to you, and why?*
Thur. Mar. 3  Israelite Religion - Bible
READ: Lev 1, 6-7, 10-20, 22, 25; Deut 1-7, 10-14, 17-18, 22, 26-32
READ: Jeffrey Tigay, “What’s in a Name?” (on CULearn)
LISTEN: “The Bodies of God and the World of Ancient Israel” The Bodies of God and the World of II.mp3

Reflection Paper: With reference to the assigned readings, how do we understand “religion” in ancient Israel? How would the ancient Israelites have understood and applied such a term?

Thur. Mar. 10  Israelite Religion – Archaeology
Grad Presentation & Discussion Leadership: on distinguishing ethnicity in the archaeological record (extra readings for presenter TBD)
READ: Ephraim Stern, “Pagan Yahwism” (on CULearn)
READ: Uzi Avner, “Sacred Stones in the Desert” (on CULearn)
READ: William Dever, “A Temple Built for Two” (on CULearn)
READ: J. G. Taylor, “Was Yahweh Worshiped as the Sun?” (on CULearn)

Reflection Paper: What can archaeology tell us about the religion of ancient Israel? Does it correct an idealized (yet never realized) biblical picture, or add to our knowledge of real religion as it was practiced and described in the Bible?

Thur. Mar. 17  Goddesses & The Interpretation of Religion
Grad Presentation & Discussion Leadership: on interpreting “religious” artifacts (extra readings for presenter TBD)
READ: R. Hestrin, “Understanding Asherah – Exploring Semitic Iconography” (on CULearn)
READ: S. Ackerman, “Asherah, the West Semitic Goddess of Spinning and Weaving?” (on CULearn)
READ: Conkey & Tringham, “Archaeology and the Goddess: Exploring the Contours of Feminist Archaeology”
READ: S. Dolansky, “Re-Figuring Fertility Figurines: Fetishistic Functions of the Feminine Form”

Reflection Paper: your choice

Thur. Mar. 24  Official vs. Popular/Household Religion
Grad Presentation & Discussion Leadership: on categorizing ancient religion via archaeology (extra readings for presenter TBD)
READ: H. Shanks, “The Persisting Uncertainties of Kuntillet ‘Ajrud” (on CULearn)
READ: H. Shanks, “Idol Pleasures” (on CULearn)
READ: H. Shanks, “Is the Bible Right After All? BAR interviews William Dever, Part II” (on CULearn)
READ: S. Ahituv, “Did God Have a Wife?” (on CULearn)

Reflection Paper: your choice

Thur. Mar. 31  Women and Religion
Grad Presentation & Discussion Leadership: on reading gender into the archaeological record (extra readings for presenter TBD)
READ: S. Ackerman, “Digging up Deborah: Recent Hebrew Bible Scholarship on Gender and the Contribution of Archaeology” (on CULearn)
READ: C. Meyers, “Engendering Syro-Palestinian Archaeology: Reasons and Resources” (on CULearn)
READ: A. Faust, “Pottery Talks: What Ceramics Tell Us About the Social World of Ancient Israel” (on CULearn)
READ: J. A. Hackett, “Can a Sexist Model Liberate Us?” (on CULearn)

Reflection Paper: your choice

Thur. Apr. 7  Conclusions: The Integration of Archaeology and Text

Undergraduate Presentations (20 min each): on methodology in the study of ancient religions – each student will select the topic covered during one of the previous weeks (excluding the last 4) and explore in more depth (extra readings TBD in consultation with prof), presenting the various arguments, perspectives, evidence, and methods of interpretation brought to bear on the subject, and some conclusions about the integration of archaeology and text in the topic s/he has explored.
REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED
Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM
The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

GRADING SYSTEM
Letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- A = 85-89
- A- = 80-84
- B+ = 77-79
- B = 73-76
- B- = 70-72
- C+ = 67-69
- C = 63-66
- C- = 60-62
- D+ = 57-59
- D = 53-56
- D- = 50-52
- F = Failure. Assigned 0.0 grade points

Withdrawal without Academic Penalty
The last day to withdraw from FALL TERM courses is DEC. 7, 2015. The last day to withdraw from FALL/WINTER (Full Term) and WINTER term courses is APRIL 8, 2016.

REQUESTS FOR ACADEMIC ACCOMMODATION
You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by Nov. 6, 2015 for the Fall term and March 6, 2016 for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

PETITIONS TO DEFER
If you miss a final examination and/or fail to submit a FINAL assignment by the due date because of circumstances beyond your control, you may apply for a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please contact the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of a final assignment or take home, in courses without a final examination, must be supported by confirmation of the assignment due date, for example a copy of the course outline requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by Nov. 6, 2015 for the Fall term and March 6, 2016 for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

ADDRESS: (Area Code 613)
College of the Humanities 520-2809
Greek and Roman Studies Office 520-2809
Religion Office 520-2100
Registrar's Office 520-3500
Student Academic Success Centre 520-7850
Paul Menton Centre 520-6608/TTY 520-3937
Writing Tutorial Service 520-2600 Ext. 1125
Learning Support Service 520-2600 Ext 1125

ADDRESSES:
300 Paterson
300 Paterson
2A39 Paterson
300 Tory
302 Tory
501 Uni-Centre
4th Floor Library
4th Floor Library