SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: The Bible as History
COURSE NUMBER: HIST-0109
CREDIT HOURS: 3
INSTRUCTOR Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course is designed to acquaint the student with the social, political, economic, religious and intellectual events and institutions in the lives of the people of the Old and New Testaments, which have affected the lives and times of succeeding generations.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Introduction
   A. Historical methodology
a. Archeological discoveries  
b. Written records from Biblical sources  
c. Analogous written records  
d. Scholarly approaches in 19th and 20th centuries.  

B. Geographical setting  
a. Site: topography, climate, vegetation  
b. Situation: location; trade, diffusion, cross-fertilization, peril  

II. History of the Old Testament  
A. Cultural milieu of the ancient world  
B. Primeval history  
C. Patriarchal tradition  
   1. Abraham, Isaac, Jacob, Joseph  
   2. Socio-political development  
      a) Covenant  
      b) Hurrian customs of Mari and Nuzi  
D. The Exodus  
   1. Focal point in a people's history  
   2. Moses and the Decalogue  
E. Settlement in Canaan  
   1. Gradual penetration  
   2. Role of the judge  
F. Unification and the monarchy  
   1. Saul  
   2. David  
      a) Establishment of kingship  
      b) Succession narrative  
   3. Solomon  
      a) Building program  
      b) Discontent  
G. A divided kingdom  
   1. International peril  
   2. Social, economic and political conditions.  
   3. Rise and nature of prophecy  
H. The fall of Israel, the northern kingdom  
   1. Internal and international difficulties  
   2. Amos and Hosea  
I. Developments in Judah, the southern kingdom  
   1. Isaiah and Micah  
   2. Deuteronomic reformation  
   3. Later prophets  
J. The Babylonian captivity  
   1. The second Isaiah  
   2. Rise of Persia  
K. Post-exilic history  
   1. The Psalms: Songs to Creator and Creation  
   2. Portions of Proverbs
3. Ecclesiastes  
4. Job's dialogue with God  
5. Jonah: a rebellious spirit  
6. The story of Ruth  
7. The story of Esther  
8. Prophetic literature (See 7, 8, 9, and 10.)  

III. Inter-Testament History  
A. Alexander and Persian influence  
B. Maccabees  
C. Influence of the Torah  
D. Dead Sea Scrolls and Quamran; Jewish sectarian groups  

IV. History of the New Testament  
A. Background  
   1. Conditions in the Graeco-Roman World  
   2. Syncretistic and eclectic elements  
B. The historical Jesus  
   1. Ethical teachings  
   2. Eschatological teachings  
C. The developing Christian church  
   1. Peter at Jerusalem  
   2. Paul: teachings and travels  
   3. Other early leaders  
   4. Letters to the churches  
   5. Decisions and growing traditions  
D. The development of Judaism in the first century  

V. Concluding comments  
A. Reverberations through the Roman Empire  
B. Ramifications for the West  

EXPECTED LEARNER OUTCOMES:  
A. The student will be able to discuss the historical methodology employed in studying the Bible as an academic pursuit, not a belief system.  
B. The student will be able to discuss the geographical setting of the Bible.  
C. The student will be able to trace the history of the Old Testament (Hebrew Scriptures) from Abraham through the fall of Israel and the rise of Roman control.  
D. The student will be able to discuss the historical changes between the Old and New Testament.  
E. The student will be able to discuss the history of the New Testament, especially the life of Jesus.  
F. The student will be able to discuss the rise of the Christian Church after the death of Jesus.  
G. The student will be able to discuss the growth of the Christian Church by various church leaders.  

COURSE COMPETENCIES:
The student will be able to discuss the historical methodology employed in studying the Bible as an academic pursuit, not a belief system.

1. The student will be able to discuss the differences between the Jewish Bible and Christian Bibles.
2. The student will be able to discuss the differences between Protestant, Catholic, and Orthodox bibles.
3. The student will be able to discuss the process by which certain books were included, and other books were not included, in the biblical canon.
4. The student will be able to discuss the various methodologies scholars use to study the Bible as history such as archeological discoveries, other supporting historical primary sources, written records, and scholarly interpretations.

The student will be able to discuss the geographical setting of the Bible.

5. The student will be able to examine the geographical setting including topography, climate, vegetation, and locations.
6. The student will be able to explain the Documentary Hypothesis and compare and contrast the biblical creation stories.
7. The student will be able to contrast the biblical story of Noah and the flood with other flood stories in the Ancient Near East.
8. The student will be able to examine the patriarchal traditions of Abraham, Isaac, Jacob, and Joseph.
9. The student will be able to discuss the development of the Covenant God made with his “chosen people”.
10. The student will be able to discuss the Exodus and Moses’ contributions to Jewish history and identity.
11. The student will be able to compare the laws in the book of Exodus with other legal codes in the Ancient Near East.
12. The student will be able to examine the development of Israel in the promised land and the role of Judges in the process.
13. The student will be able to discuss the rise of the monarchy especially Saul, David, and Solomon.
14. The student will be able to trace the creation of a divided Kingdom and the fall of Israel, the Northern Kingdom.
15. The student will be able to trace the continual development of Judah in the South and the rise of the prophets.
16. The student will be able to discuss the Babylonian captivity and its impact on modern Judaism.
17. The student will be able to discuss Persian influence and the edict of Cyrus.
18. The student will be able to contrast the theme of exclusivism, in the reforms of Ezra and Nehemiah, with the theme of universalism, in the gooks of Ruth and Jonah.

The student will be able to trace the history of the Old Testament (Hebrew Scriptures) from Abraham through the fall of Israel and the rise of Roman control.
19. The student will be able to discuss the development of the book of Psalms and Wisdom Literature, such as Proverbs, Ecclesiastes, and Job.

The student will be able to discuss the historical changes between the Old and New Testament.

20. The student will be able to discuss the movement of Alexander the Great and Hellenization.
21. The student will be able to discuss Antiochus IV and the Maccabean revolt.
22. The student will be able to discuss the influence of the Torah on Jewish history.
23. The student will be able to examine the importance of the finding of the Dead Sea Scrolls and Qumran, and what they revealed about ancient Israel.
24. The student will be able to discuss the life of the historical Jesus, his times, influences, and death.

The student will be able to discuss the history of the New Testament, especially the life of Jesus.

25. The student will be able to discuss the Synoptic Problem, explain the particular emphasizes of the gospels of Mathew, Mark, and Luke, and describe the differences between the three Synoptic Gospels and the gospel of John.
26. The student will be able to discuss the early Christian church and the role of Peter and Paul in their missionary endeavors.

The student will be able to discuss the rise of the Christian Church after the death of Jesus.

27. The student will be able to discuss Paul’s letters to the various early churches in the Mediterranean area.
28. The student will be able to discuss the destruction of Israel and the rise of the Roman Empire’s controls of the area.

The student will be able to discuss the growth of the Christian Church by various church leaders.

29. The student will be able to discuss apocalyptic literature and the historical context of the book of Revelation.
30. The student will be able to discuss the Bible as an historical document.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress will be evaluated by means of classroom participation, out-of-class written assignments, two major essay examinations, a research project on a biblical figure, and an all essay final examination.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff
that is free of bigotry and discrimination. Kansas City Kansas Community College is committed
to providing a multicultural education and environment that reflects and respects diversity and
that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as
well as serving as an equal opportunity employer for all personnel. Various laws, including Title
IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination
be administered without regard to race, color, age, sex, religion, national origin, physical
handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If
you need accommodations due to a documented disability, please contact Director of Academic
Resource Center, in Room 3354 or call (913) 288-7670.*
Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.