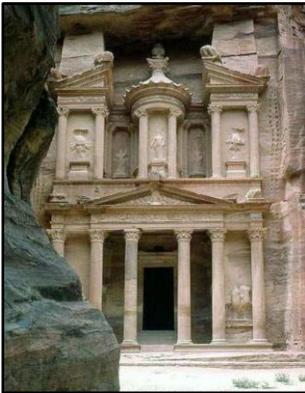


# VISIT THE HOLY LAND

**“Ancient Israel: The Clash of Rome and Jerusalem” (CLST 370)**

**May 13-25, 2014**



Before Israel became the “Holy Land” for Jews, Christians, and Muslims, it was a crossroads of the ancient world. This 3-credit study abroad program will introduce students to the interaction of Rome and Jerusalem. Participants will visit Roman-era sites in Israel and Jordan in order to understand the fall of Jerusalem, the beginning of the Jewish Diaspora, and the birth of Christianity.



**Cities: Jerusalem, Tel Aviv, Bethlehem, Nazareth, Amman.**

**Archaeological sites: Masada, Caesarea, Qumran, Petra.**

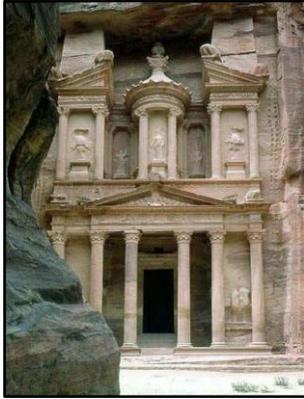
**Holy sites: the Western Wall, Church of the Holy Sepulchre, Church of the Nativity.**

Program fee of \$4000 includes airfare, lodging, some meals, all entrance fees, and health insurance.

Students may submit applications online at: <http://cnu.edu/studyabroad/programs/summer/israel.asp>.

For more information, please contact Dr. David Pollio ([david.pollo@cnu.edu](mailto:david.pollo@cnu.edu)) or Dr. Rosa Motta ([rosa.motta@cnu.edu](mailto:rosa.motta@cnu.edu)).

## “Ancient Israel: The Clash of Rome and Jerusalem”



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### **COURSE DESCRIPTION**

Before Israel became the “Holy Land” for Jews, Christians, and Muslims, it was a crossroads of the ancient world and the site of constant interaction between eastern and western cultures. This three-credit study abroad program will introduce students to one of the conflicts that arose from that interaction: the clash of Rome and Jerusalem. Participants will visit Roman-era sites in Israel and Jordan in order to understand the period of Israel’s history from Pompey the Great’s conquest of Jerusalem in 63 BCE through the Jewish Wars in 66-70 and 132-135 CE – a period that witnessed the destruction of Jerusalem, the beginning of the Jewish Diaspora, and the birth of Christianity.

Cities to be visited include Jerusalem, Tel Aviv, Bethlehem, Nazareth, and Amman; archaeological sites to be visited include Masada, Caesarea, Qumran, and Petra. In Jerusalem, students will visit the Western Wall, Church of the Holy Sepulchre, Via Dolorosa, and other sites.

Pre-trip lectures at CNU will introduce students to the methods needed to interpret the literary and archaeological records of Roman-era Israel, in general, and the Jewish Wars, in particular. Students will also be introduced to the emergence of ancient Israel as a political entity (c. 1200-1000 BCE) and to the roles played by the Assyrians, Babylonians, Persians, and Greeks in shaping Israel’s history until the rise of Rome.

## **OBJECTIVES**

Students are expected to:

1. learn factual information about the history, topography, and archaeology of ancient Israel;
2. develop the skills and methods needed to interpret the literary and archaeological records pertaining to ancient Israel;
3. analyze the identity of ancient Israel through the comprehensive study of classical texts and of material culture such as art and architecture, burials, coins, and inscriptions;
4. understand the sources of friction (social, political, and religious) and the events that led to the Jewish Wars.

## **REQUIRED TEXTS AND READINGS**

- Magness, J. 2012. *The Archaeology of the Holy Land: From the Destruction of Solomon's Temple to the Muslim Conquest*. Cambridge, UK: Cambridge University Press.
- Williamson, G.A. 1984. *Josephus, The Jewish War: Revised Edition*. New York, NY: Penguin Classics.

Selections from the following texts will be made available as two separate course-packs, one for CNU and one for Israel:

- Berlin, A and J. Overman. 2002. *The First Jewish Revolt: Archaeology, History, and Ideology*. New York, NY: Routledge Press.
- Fine, S. 2005. *Art and Judaism in the Graeco-Roman World*. Cambridge, UK: Cambridge University Press.
- Goodman, M. 2007. *Rome and Jerusalem: The Clash of Ancient Civilizations*. New York, NY: Alfred A. Knopf.
- Goodman, M. 1997. *The Roman World: 44 BC – AD 180*. New York, NY: Routledge Press.
- Sartre, M. 2005. *The Middle East under Rome*. Cambridge, MA: Harvard University Press.
- Taylor, J. 2002. *Petra and the Lost Kingdom of the Nabataeans*. I. B. Tauris Press.
- Wellesley, K. (tr). 2009. *Tacitus, The Histories*. New York, NY: Penguin Classics.

## **RECOMMENDED TEXTS**

- Chancey, M. A. 2012. *Alexander to Constantine: Archaeology of the Land of the Bible, Volume III* (The Anchor Yale Bible Reference Library). New Haven, CT: Yale University Press.
- DK Eyewitness Travel Guide. 2012. *Jerusalem, Israel, Petra, and Sinai*. New York, NY: Dorling Kindersley Publishing, Inc.

## **GRADING POLICY**

- Participation and Attendance: 200pts
- Exam 1 (pre-trip): 200pts
- Exam 2 (post-trip): 250pts
- 2 Travel Essays (2-3 pages each): 50pts each = 100pts
- Journal: 250pts

### **Your final grade will be based on a 1000-point scale:**

A = 930-1000 points, A- = 900-929, B+ = 870-899, B = 830-869, B- = 800-829, C+ = 770-799, C = 730-769, C- = 700-729, D+ = 670-699, D = 630-669, D- = 600-629, and F = below 600.

#### Participation and Attendance (at CNU and abroad)

Students are required to attend all planned meetings, lectures, excursions, and group meals. Failure to do so will count against the participation grade. In addition, active and intelligent participation is an important part of this course, and student involvement in discussions and activities is expected.

#### Exam 1 (pre-trip)

Students will be tested on material presented in introductory lectures before leaving CNU. The exam will require students to show a basic knowledge of the history, literature, material culture, and topography that relates to Roman-era Israel. The exam will consist of slide identifications, matching, and short answer questions. Notes and texts may not be used.

#### Exam 2 (post-trip)

On the last day of the trip, students will write essays related to visited sites. In particular, students will be required to analyze a given site by identifying its builders, main features, function(s), and history; to discuss any relevant literary evidence; and to explain the site's significance within its ancient context. Notes taken on-site may be used.

#### Travel Essays (2-3 pages each)

Students will write two travel essays that include a critical review of an historic site or museum related to the course that we do not visit together as a group. The essays should include a description and analysis of the layout, exhibits, significance, and/or artifacts, and of how the site or museum relates to the course. Students should attach a brochure (where appropriate) and at least one photo of themselves at the site. This assignment will be due after our return home.

#### Journal

Students will be required to keep a journal during the trip. Journal entries will be based on assignments pertaining to specific sites. Students are encouraged to take careful notes on site and then to complete their entries on the bus or back at the hotel; entries may be handwritten and no additional research is needed. Students are also encouraged to use site lectures and assigned readings as source material. Journals will be handed in at the conclusion of the trip.

## ITINERARY AND READINGS

### CNU (pre-trip)

Day	Topics and Readings (course-pack #1)
1	<p><b>“Greeks, Romans, and Jews in the Eastern Mediterranean”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Lecture: “Rome and Jerusalem, Part 1: The Background.”</li> <li>• Reading (ancient): Tacitus, <i>Histories</i> 5.1-13.</li> <li>• Readings (modern): Sartre, “The End of Seleucid Syria and the First Roman Rule (69-31 BCE)” (pp. 31-53) and Gruen (in Berlin and Overman), “Roman Perspectives on the Jews in the Age of the Great Revolt” (pp. 27-42).</li> </ul> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Lecture: “Rome and Jerusalem, Part 2: The Conflict and Its Aftermath.”</li> <li>• Readings: Sartre, “The Crises in Judaea from Herod to Bar Kokhba” (pp. 88-131).</li> </ul>
2	<p><b>“Archaeology and Topography of Ancient Israel”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Lecture: “Jewish Art and Architecture in the Roman Era.”</li> <li>• Readings: Goodman (1997), “Judaism” (pp. 302-314) and Fine, “Jewish Symbols in the Graeco-Roman World” (pp. 135-146).</li> </ul> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• <b>Exam 1</b></li> </ul>

### Israel & Jordan

Day	Location	Activities and Assignments (bring required texts and course-pack #2)
1	From XXX to XXX	<ul style="list-style-type: none"> <li>• Arrive with passport, required texts, course-pack #2, and no more than 1 bag (50 lbs.) and 1 carry-on at the main terminal at X:XXpm.</li> <li>• [[Flight information]]</li> </ul>
2	From XXX to TLV	<p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• [[Connecting flight information]]</li> </ul>

		<p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Hotel check-in.</li> <li>• Walking tour of the local neighborhood.</li> <li>• Free time.</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Welcome dinner.</li> <li>• Overnight in Tel Aviv.</li> </ul>
3	Tel Aviv	<p><b>“Overview of Israeli History and Culture”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Museum of the Jewish Diaspora.</li> <li>• Israeli Museum at the Yitzhak Rabin Center.</li> <li>• Carmel Market.</li> </ul> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• [Optional: Segway tour of Tel Aviv.]</li> <li>• Free time.</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Overnight in Tel Aviv.</li> </ul>
4	Caesarea & Galilee	<p><b>“Caesarea: Herod’s Gift to Augustus”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Depart for Caesarea.</li> <li>• Caesarea National Park and Underwater Archaeological Park.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Magness, “Caesarea Maritima” (pp. 170-182).</li> </ul> <p><b>“Galilee under Roman Rule”</b></p> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Nazareth: Basilica of the Annunciation.</li> <li>• Tsipori (Sepphoris): Mosaics.</li> <li>• Tabkha: Church of the Multiplication of the Loaves and the Fishes, Church of the Beatitudes, and Mount of the Beatitudes.</li> <li>• Capernaum: Archaeological Park.</li> </ul>

		<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Josephus, <i>The Jewish War</i> (pp. 133-148).</li> <li>• Magness, “Jesus’ Birth and Galilean Setting” (pp. 192-203).</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Overnight in Galilee.</li> </ul>
5	Galilee & Jerash (Jordan)	<p><b>“The Decapolis: Crossroads of East and West”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Beth Shean (Scythopolis): Beth Shean National Park.</li> </ul> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Depart for Jerash (via Beth Shean Border Crossing).</li> <li>• Jerash (Gerasa): Hadrian’s Arch, Temples to Zeus &amp; Artemis, Hippodrome, Agora, and Oval Plaza.</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Overnight in Amman.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Josephus, <i>The Jewish War</i> (pp. 149-163).</li> <li>• Goodman (1997), “The Southern Levant: Judaea, Samaria, and Arabia” (pp. 251-261).</li> </ul>
6	Amman (Jordan)	<p><b>“Philadelphia: Life in the Roman Provinces”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Archaeological Museum.</li> <li>• Temple to Hercules and Roman Theater.</li> </ul> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Depart for Petra.</li> <li>• Madaba: St. George’s Church (Church of the Map).</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Overnight in Petra.</li> </ul>

		<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Josephus, <i>The Jewish War</i> (pp. 164-178).</li> <li>• Goodman (1997), “The Operation of the State in the Provinces” (pp. 109-122).</li> </ul>
7	Petra (Jordan)	<p><b>“Petra: A City Carved in Stone”</b></p> <p><u>Morning &amp; Afternoon</u></p> <ul style="list-style-type: none"> <li>• Petra: Archaeological Park.</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Overnight in Petra.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Taylor, “Days of Glory, Days of Dust: From Independence to Roman Annexation” (pp. 59-78).</li> </ul>
8	Wadi Rum (Jordan)	<p><b>“Wadi Rum: Trade Routes in the Desert”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Depart for Wadi Rum.</li> </ul> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Wadi Rum: jeep tour.</li> <li>• Depart for the Dead Sea (via Arava Border Crossing).</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Overnight in the Dead Sea region.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Taylor, “They Came from Arabia: The Origins of the Nabateans and the Incense Trade” (pp. 13-28).</li> </ul>
9	Masada & Qumran	<p><b>“Masada: The Last Stronghold”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Masada: “Hanging” Palace, Western Palace, and Citadel.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Josephus, <i>The Jewish War</i> (pp. 395-404).</li> <li>• Magness, “The Roman Siege of Masada” (pp. 215-229).</li> </ul>

		<p><b>“Qumran: The Dead Sea Scrolls and the Ascetic Life”</b></p> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• The Dead Sea.</li> <li>• Qumran.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Magness, “What are the Dead Sea Scrolls and What Is Their Connection to Qumran?” (pp. 122-132).</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Overnight in Jerusalem.</li> </ul>
10	Herodium & Bethlehem	<p><b>“Herodium: King Herod’s Tomb”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Herodium: King Herod’s Tomb.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Magness, “Herodium” (pp. 187-191).</li> </ul> <p><b>“Bethlehem: Birth of a Movement”</b></p> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Bethlehem: Church of the Nativity.</li> <li>• Free time.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Goodman (1997), “Christianity” (pp. 315-330).</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Overnight in Jerusalem.</li> </ul>
11	Jerusalem	<p><b>“The Siege of Jerusalem”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Walking tour of the Jewish Quarter.</li> <li>• Western Wall.</li> <li>• Western Wall Tunnel.</li> </ul>

		<p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Jerusalem Archaeological Park (Davidson Center).</li> <li>• Free time.</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Tower of David Museum of the History of Jerusalem (sound and light show: “The Night Spectacular”).</li> <li>• Overnight in Jerusalem.</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Josephus, <i>The Jewish War</i> (pp. 355-373).</li> <li>• Magness, “The Temple Mount” (pp. 147-169).</li> </ul>
12	Jerusalem	<p><b>“The Rise of Christianity”</b></p> <p><u>Morning</u></p> <ul style="list-style-type: none"> <li>• Walking tour of the Christian Quarter.</li> <li>• Via Dolorosa.</li> <li>• Church of the Holy Sepulchre.</li> </ul> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> <li>• Free time.</li> </ul> <p><u>Evening</u></p> <ul style="list-style-type: none"> <li>• Farewell dinner.</li> <li>• Depart for Ben Gurion Airport.</li> <li>• [[Flight Information]].</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Goodman (2007), “The Growth of the Church” (pp. 488-522).</li> </ul>

## **ADDITIONAL INFORMATION**

### Overseas Travel

Overseas travel typically demands a lot of physical activity, including walking, climbing, and standing for long periods of time. It also requires students to participate in all planned events and to avoid delaying the group. Please be mindful of these facts when deciding whether to undertake this trip.

### A Note on Proper Dress

When visiting holy sites such as synagogues and churches, all visitors are required to cover their shoulders and legs (pants for men, knee-length skirts for women); shorts, short skirts, and sleeveless tops are not acceptable. **Visitors not properly attired will be denied entrance at such sites.** At sites like the Western Wall, where heads must be covered, a *kippah* (skullcap) will be provided free of charge.

### CNU Community

We will be travelling to Israel and Jordan as a group representing CNU and the United States, which means that we should be helpful to and supportive of one another from beginning to end as members of the community. We are all informal ambassadors and, therefore, should act appropriately at all times, lest our behavior reflect poorly on ourselves, as well as on our university and country.

### Academic Honesty

Violations of Academic Honesty include using unauthorized “cheat sheets” during an in-class quiz or exam; copying from another student during an in-class quiz or exam; or, in general, presenting the work of others as your own. The penalty for cheating on any assignment given in this class is a grade of zero for that assignment; make-up assignments will not be permitted. In addition, the instructor will follow the policies and procedures for violations of Academic Honesty outlined in the CNU Student Handbook.