



**SYLLABUS FOR CMSM 5323– BIBLE LANDS  
JOHNSON UNIVERSITY  
3 Hours, Spring 2020**

Course site for all materials: <https://mark-ziese.squarespace.com/bible-lands-studytour/>  
For gradebook only: <https://sakai.lampschools.org/portal> (Login and select CMSM 5323)

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**I. TEACHING TEAM INFORMATION**

Mark Ziese, Professor of Old Testament  
Jeff Snell, Professor of Congregational Ministry  
Rory Christensen, Assistant Professor of Congregational Ministry

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Location: PW 258  
Office Hours: by appointment  
Blog/website: <http://www.markziese.com/>

**II. COURSE DESCRIPTION**

This course offers a study-abroad experience in Israel and Palestine, regions integral to the historic development of biblical literature and home to three text-oriented communities of faith, namely, Judaism, Christianity, and Islam. Observation, engagement, and contemplation within these contexts--whether focusing on archaeological reconstructions of the past or theological interpretations of identity and action in the present--allow learners to explore Christian ministry in an increasingly complex world.

**III. RELATION OF THE COURSE TO THE MISSION OF THE UNIVERSITY**

The mission statement of the university affirms that “Johnson educates students for Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations.” This course supports that mission by enabling learners to observe, investigate, and contemplate Christian texts and ministry in a unique international context.

#### IV. RELATION OF THE COURSE TO THE PROGRAM GOALS AND OBJECTIVES

<b>Program Purpose:</b> The Ministry Leadership Major prepares Christian students to lead Christian ministries with Christlikeness, biblical wisdom, and skillful leadership in order to extend the kingdom of God among all nations.	
<b>Program Goals and Objectives</b>	<b>Competency Level: Introduced, Practiced, Demonstrated</b>
<b>Goal 1: SPIRITUAL MATURITY</b> —Prepare students to model the spiritual maturity of a Christ-like servant leader necessary for kingdom work.	
<b>Objective 1.1:</b> Students increase spiritual health by integrating new and/or deeper devotional disciplines into life to address specific areas of growth identified by each student.	D
<b>Objective 1.2:</b> Students evaluate how issues of personal integrity relate with Christian leadership.	D
<b>Goal 2: TEACHING AND PREACHING</b> —Equip students to prepare churches and other ministries for kingdom mission through the teaching and preaching of the Scriptures with depth and sensitivity to people’s needs.	
<b>Objective 2.1:</b> Students produce and present a biblical lesson or sermon that reflects the form, context, and intent of a biblical text.	P
<b>Objective 2.1:</b> Students utilize effective communication methods to lead lessons and present sermons.	I
<b>Objective 2.3:</b> Students demonstrate the ability to integrate Scripture into the life of the church or ministry.	P
<b>Goal 3: MINISTRY LEADERSHIP</b> —Train students to lead churches and Christian ministries through pastoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.	
<b>Objective 3.1:</b> Students identify a variety of contributors to conflict within ministries and communities, and recognize the deeper issues that might be at stake.	I
<b>Objective 3.2:</b> Students demonstrate entry-level expertise in counseling individuals in pastoral situations.	I
<b>Objective 3.3:</b> Students demonstrate the ability to design and execute strategic and cyclical planning.	I

#### V. COURSE OBJECTIVES

By the end of the course, learners will be able to:

##### A. FACTUAL KNOWLEDGE (i.e., knowledge of terminology and of specific details and elements)

- locate the following on a world map: “the realm of southwest Asia,” the *Heartland*, the State of Israel, the Kingdom of Jordan, and the Palestinian Territories.
- appreciate the richness and diversity of the physical environment of the *Heartland* and summarize the primary features of the following biomes: “Mediterranean Zone,” “Marginal Zone,” and “Desert Zone.”

B. CONCEPTUAL KNOWLEDGE (i.e., knowledge of classifications and categories, principles and generalizations, and theories, models, and structures)

3. identify prominent text-based religious heritages visible in the *Heartland* and understand aspects of their religious expression today.
4. describe key political and theological ideas that have created current the Israeli-Palestinian dilemma.

C. PROCEDURAL KNOWLEDGE (i.e., knowledge of skills, techniques, and methods)

5. explain the process of archaeological excavation in the *Heartland*, some results that it has yielded, problems that it has created, and the limits to which it informs our understanding of past events.
6. demonstrate spiritual practices that help a person notice and respond to God's overtures to relationship; these include (but are not limited to) contemplative prayer, scriptural meditation, communal worship, the presence of others, and reflection on everyday living.

D. METACOGNITIVE KNOWLEDGE (i.e., knowledge about strategies for learning, cognitive tasks, and one's own learning processes)

7. infer how the struggle of life in the *Heartland* may have impacted the faith of biblical characters and suggest how the application of this analogy impacts faith life today.
8. articulate a connectivity to the historic roots of the Christian movement on display in the *Heartland* and recognize a personal invitation to a lifetime of learning, leadership, and service to the Church.

## VI. COURSE POLICIES & PROCEDURES

### A. METHODOLOGY

Learners may achieve the objectives described above in three distinct phases of the course. Phase 1 consists of *preparing and writing* in the weeks leading up to the experience of travel. Phase 2 consists of *exploring and participating* in the experience of the study-tour itself. Phase 3 consists of *reflection and articulation* in the weeks following the experience of travel.

PHASE 1. In the weeks leading up to travel, learners must secure all logistical and financial arrangements for the study-tour. For preparation and packing helps, see articles here

<https://mark-ziese.squarespace.com/preparing-to-travel/>

Beyond this work, two other tasks need to be accomplished. First, two books will be read, reviewed, and reports submitted according to directions offered below. Second, a series of short videos will be digested, reviewed, and reports submitted according to directions offered below.

PHASE 2. During the study-tour itself, the approach will shift to an experiential mode where the educational endeavor will be shared by all participants. At times, the load will be shouldered by a team of instructors from Johnson University. This teaching team will lead from various areas of strength and will direct discussions of biblical texts, site interpretations, leadership practices, and the overall process of digesting the travel experience. At other times, the learning load will be shouldered by the learner as s/he engages landscapes, sites, texts, and surrounding individuals. Here, discussion and insight is shared as intergroup discussion or journaled dialogue. This journal work will be critical for Phase 3 of the course.

PHASE 3. After the conclusion of the study-tour experience, learners will draw from the collective experience and compose three short essays. These will be submitted according to directions given below.

## B. STUDENTS WITH DISABILITIES

Recognize that daily field trips may be strenuous at times and will require learners to traverse uneven ground, climb many stairs without railings, and walk for distances that may exceed ten miles in a single day. Some physical training in preparation for this trip is highly recommended.

Johnson University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 by providing reasonable accommodations for students with documented disabilities. If you have a documented disability and believe accommodations would assist you in this course, please talk with the professor soon. After the meeting, he will direct you to the Special Services Office for appropriate assistance. An online form is available on the website that will let you request a consultation with Special Services. If the Special Services Office has already provided you a Reasonable Accommodation Form, discuss it with the professor to be sure it is carried out for your work in this course.

## C. ACADEMIC HONESTY

Submitting the work of someone else as one's own work is considered plagiarism. Also, collaborating on assignments without the professor's permission is considered cheating. Students who commit plagiarism or cheat will receive a failing grade for the class and will be reported to the Vice President for Student Services for disciplinary action.

## VII. TEXTBOOKS

### Required Textbooks:

Thomas E. Phillips, Peter J. Miano, and Jason C. Mitchell, eds. *Prophetic Voices on Middle East Peace. Claremont Studies in Contemporary Issues I*. Claremont, 2016. ISBN 978-0692774854.

Tom Wright. *The Way of the Lord: Christian Pilgrimage Today*. Eerdmans, 1999. ISBN: 978-0802871800

### Recommended Reading:

John A. Beck. *The Land of Milk and Honey: An Introduction to the Geography of Israel*. Concordia, 2006.

Victor H. Matthews. *Manners and Customs in the Bible*. Hendrickson, 1990.

Jerome Murphy-O'Connor. *The Holy Land: An Oxford Archaeological Guide from Earliest Times to 1700*. Oxford, 2005.

Carl G. Rasmussen. *Zondervan Atlas of the Bible*. Zondervan 2010.

## VIII. COURSE REQUIREMENTS AND GRADING

**A. Book reviews** of Phillips et al *Prophetic Voices* and Tom Wright's *The Way of the Lord* -- 20% of course grade (10% each). *This assignment is directed toward filling the following course objectives: A1, B3, C6, D8. Estimated time to complete = 10 hours.*

Prior to travel Tom Wright's *The Way of the Lord* must be read and reviewed.

Each review will be 1,500 words in length (about 5 pages), double-spaced, and written according to college standards (free of grammatical errors). Direct quotations should be used sparingly; never more

than a couple of lines. If a direct quote is used, it must be marked as such and noted using page number(s) in parenthesis, like this:

Wright suggests that “pilgrimage to holy places is a stimulus and an invitation to prayer” (10).

Each review will be driven by a thesis statement coined by the learner and delivered in the opening paragraph. This thesis should give him/her a reason to write (simply demonstrate/explain/illustrate the thesis!). It will also shape the review and give it coherence.

After this brief introduction, the rest of each review will be divided, more or less, into two parts. In the first part a summary of the book is offered. In the second part, an analysis of the book is suggested. The summary part will be objective in presentation and achieve the goal of setting forth the purpose, method, and direction of Wright’s work. The second, or analysis part, will give the learner opportunity to dialogue with the Wright, possibly commending, criticizing, interacting, with his point of view. One need not be an expert to do this. Honest dialogue begins in the place where we are.

Other pieces should be added to each review. To note these, consult the rubric that will be used in grading the review. That rubric is found here:

<https://static1.squarespace.com/static/55b8ecb6e4b083fd0d23d93f/t/583a2cb6d482e96c061bd731/1480207543107/Book+Review+Rubric.pdf>

Completed book reviews must be converted into pdf format and submitted to [mziese@johnsonu.edu](mailto:mziese@johnsonu.edu) as an email attachment no later than midnight on March 15, 2020. Late work will not be accepted. Documents in a format other than pdf will not be accepted.

**B. Video orientation** -- 10% of course grade. *This assignment is directed toward filling the following course objectives: A1, A2, D7. Estimated time to complete = 7 hours.*

Orientation to the region of the *Heartland* is offered in a series of nine videos available at the course site at <http://www.markziese.com/bible-lands-studytour/>. Digesting these videos prior to travel orients the learner to the questions, vocabulary, and issues of the course.

Each learner will view these videos and write a response of no more than 200 words to each video. Responses should demonstrate engagement with the presentation by highlighting significant points and briefly reacting to ideas presented. All nine responses will be bundled together (but clearly labeled), saved as a single pdf file, and emailed as an attachment to [mziese@johnsonu.edu](mailto:mziese@johnsonu.edu) no later than March 15, 2020. Late work will not be accepted. Documents in a format other than pdf will not be accepted.

**C. Trip participation** -- 25% of course grade. *This assignment is directed toward filling all course objectives. Estimated time to complete = 80 hours.*

It is expected that each learner be actively present for each day of travel during the study-tour and each segment of travel each day. In the realm of experiential learning, standard statements of university policy regarding attendance are inappropriate. Our study is short-term and immersive. Missing any part of it will put this portion of the grade assignment at risk. The teaching team will assign this grade on the basis of observations made during the study-tour.

**D. Daily journal** -- 15% of course grade. *This assignment is directed toward filling the following course objectives: B3, B4, C5, C6, D7, D8. Estimated time to complete = 15 hours.*

It is expected that each learner keep a personal (paper) journal for each travel day of the study-tour. This journal should be purchased in advance of travel, carried by each traveler, and dedicated to this purpose. A portion of each day will be devoted to journaling.

(Note: This notebook can be a significant take-away from the study-tour. I carry one for each season of travel [for me, it must be small enough to carry in a shirt pocket], and find it helpful not just while I am on the road, but as a reference work of value for future use. For the purpose of this course, the journal will be a key resource for building the three post-trip papers described below.)

While the size and format of this journal is a matter of personal preference, four sections of the journal will be clearly identified.

*Section 1: Travel Notes.* This is the place to organize travel details by day and date. Data here may include sites visited, important meetings, receipts, phone numbers, personal names, opening hours, hotel room assignments, wake up times, breakfast and dinner times, flight times, restaurant names, favorite meals, etc. The purpose of this section is to allow for the future reconstruction of your study-tour.

*Section 2: Idea Notes.* Use this section to collect sermon “seeds,” build lesson outlines, make illustrations, observations, describe “ah-ha moments,” record significant conversation bits, biblical texts and textual comments. The way in which this material may be organically arranged, but the important thing is to get these notes down with enough clarity that they will be useful even as the memory of travel and specific events fades. Specific moments will be given each day to work on this section of the journal.

*Section 3: Prayer Notes.* Use this section to write out specific prayer ideas, needs, voicings, lists, names of note, etc.

*Section 4: Pilgrim Notes.* Use this section to voice one takeaway from each day of the study-tour. This pilgrim note--what others have called “God sightings”--should be written before bedtime each night. It need not be long, but should drill down on no more than one idea that has been chewed over the course of the day. This space is ripe for reflections about Christ-likeness, biblical wisdom, and skillful leadership.

Other sections may be added to this journal, depending on your own personal style of travel and record making. As an example: a photo-log may help the avid photographer label/sort images at a later date.

Information recorded in this journal is confidential will not be collected, read, and graded by conventional means. A grade for this effort will therefore be assigned on the basis of two reports. The first (40% of assignment grade) is an observational report on the part of the instructor(s). *Does it appear that the learner is participating in the activity of journaling when asked to do so? Does the learner participate in group-discussions based upon journaling questions?* The second (60% of the assignment grade) is a self-report of the journaling effort generated by the learner himself/herself. This self-report will be reported orally at the conclusion of the study-tour.

**E. Essay 1: “ARCHAEOLOGY AND BIBLICAL EXEGESIS”** -- 10% of grade. *This assignment is directed toward filling the following course objectives: C5, D8. Estimated time to complete = 5 hours.*

Discuss the role played by archaeology in biblical exegesis. Be sure to include ideas about the benefits, limits of use, and “best practices” for communicative (e.g., teaching/preaching/facilitating) contexts.

This essay will be 1,500 words in length (about 5 pages), double-spaced, and written according to college standards (free of grammatical errors). It will be saved as a single pdf file, and emailed as an attachment to [mziese@johnsonu.edu](mailto:mziese@johnsonu.edu) no later than April 19, 2020. Late work will not be accepted. Documents in a format other than pdf will not be accepted.

For help in writing this essay, consult the rubric that will be used to assess it. That rubric is found here:

<https://static1.squarespace.com/static/55b8ecb6e4b083fd0d23d93f/t/583f49f78419c28daa7b6d8b/1480542711726/Essay+1+Rubric.pdf>

**F. Essay 2:** “A FOREIGNER IN A FOREIGN LAND” -- 10% of grade. *This assignment is directed toward filling the following course objectives: A1, B3, B4, C6. Estimated time to complete = 5 hours.*

Reflect upon your engagement with cultural values/boundaries that are not your own. Describe specific examples of interactions with individuals or situations that you found challenging/encouraging. Why did you feel this way? How has this study-tour experience made you rethink the world around you? As a result of this travel, what is an appropriate future response for you?

This essay will be 1,500 words in length (about 5 pages), double-spaced, and written according to college standards (free of grammatical errors). It will be saved as a single pdf file, and emailed as an attachment to [mziese@johnsonu.edu](mailto:mziese@johnsonu.edu) no later than April 19, 2020. Late work will not be accepted. Documents in a format other than pdf will not be accepted.

For help in writing this essay, consult the rubric that will be used to assess it. That rubric is found here:

<https://static1.squarespace.com/static/55b8ecb6e4b083fd0d23d93f/t/583feff7579fb3daf47d886c/1480585207556/Essay+2+Rubric.pdf>

**G. Essay 3:** “FIRST PERSON REFLECTIONS” -- 10% of grade. *This assignment is directed toward filling the following course objectives: C6, D7, D8. Estimated time to complete = 5 hours.*

Theological reflection is a conversation between experience and heritage. Fresh ideas grow from this conversation. Direct your first person comments in three ways (clearly labeled). First, contemplate what you have learned about the identity and mission of God from this study-tour. Second contemplate fresh ideas about interacting with others (travelers, locals, and mentors). Third, dialogue about any new angles/perspectives you are considering for your vocational future.

This essay will be 1,500 words in length (about 5 pages), double-spaced, and written according to college standards (free of grammatical errors). It will be saved as a single pdf file, and emailed as an attachment to [mziese@johnsonu.edu](mailto:mziese@johnsonu.edu) no later than April 19, 2020. Late work will not be accepted. Documents in a format other than pdf will not be accepted.

For help in writing this essay, consult the grading rubric that will be used to assess it. That rubric is found here:

<https://static1.squarespace.com/static/55b8ecb6e4b083fd0d23d93f/t/583fff6c20099e43c5ddc836/1480589164605/Essay+3+Rubric.pdf>

## H. GRADING SCALE

100-97.0	A	76.99-74.0	C-
96.99-94.0	A-	73.99-71.0	D+
93.99-91.0	B+	70.99-68.0	D
90.99-87.0	B	67.99-65.0	D-
86.99-84.0	B-	64.99-below	F
83.99-81.0	C+		
80.99-77.0	C		

## **IX. COURSE SCHEDULE**

Phase 1. Written reports due in the office of Mark Ziese no later than March 15, 2020.

Phase 2. Study Tour in Israel/Palestine, March 17 - 28, 2020.

Phase 3. Three essays due in the office of Mark Ziese no later than April 19, 2020.

*Disclaimer: The schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the learners. The instructor will clearly communicate any changes in advance.*

## **X. BIBLIOGRAPHY**

See <https://mark-ziese.squarespace.com/bibliography>