



Class Information

Day and Time: Monday and Wednesday 1:45pm – 3:00pm

Room Number: E201

Contact Information

Instructor Name: Kirk Spencer

Instructor Email: kspencer@criswell.edu

Instructor Phone: 469.834.5211 (Text First)

Instructor Office Hours: Monday 12:00 to 1:00pm and 3:00 to 4:00pm and Tuesday 12:00pm to 4:00pm



Course Description and Prerequisites

An introduction to the cultures of the Ancient Near East and Archaic Europe from the Stone Age through the Iron Age. The history, art, and literature of Mesopotamian, Egyptian, and Israelite civilizations will be explored. (This course satisfies for a Humanities/Fine Arts course.)

Course Objectives

Upon completion of this course, the student should be able to:

- A.** Give the location and history of major geographic features and archeological sites in the Bible lands.
- B.** Describe significant archeological discoveries and ancient texts within their historical context.
- C.** Demonstrate how these discoveries have illuminated Biblical passages and contributed to Biblical interpretation.

Required Textbooks

Walton, John H. *Ancient Near Eastern Thought and the Old Testament*. Grand Rapids: Baker Academic, 2006. (978-0801027505)

Spencer, Kirk L. **Ancient of Days: An Orientation in The Ancient World**. Unpublished Manuscript, 2016.

Merrill, Eugene H. "Archaeology and Old Testament Biblical Theology: Their Interface and Mutual Informativeness." *Journal of the Adventist Theological Society* 26 no. 2 (2015): 26-42.

[The article is selected as a synthesis article to connect Biblical archeology we are learning to aspects of theology you will be learning in the future.]

Course Requirements and Assignments

- A. Participation:** The classroom experience and interacting with the professor and other students is an essential part of the learning process. As such, it is expected that you will attend and participate. This is especially true considering the visual nature of the structure of the class as we explore elements of Near Eastern culture and Biblical archeology. **20%** of your final course grade will reflect the quantity and quality of your participation and discussion in class, which includes attendance, comments, questions and answers to questions from the professor and other students. As attendance is the starting point for participation, at least **four points** will be deducted from your participation grade for every unexcused absence.
- B. Reading Assignments:** As you read through and study the textbooks, mark-up the text in whatever system you want (underlining, drawing boxes, stars, brackets etc.) and also annotate the text by writing notes, ideas and comments in the margins. Annotating is writing what you are thinking as you read the text—so there is always something to write. Mark-up and annotation is especially important in the literary interlude portions of the manuscripts which deal with primary texts because very few exam questions will come from these sections. Marking up and annotating a text will document that you have read all of the material. At the end of the semester, your texts will be collected to determine how thoroughly you have read the material based upon your mark-up and annotations. A letter grade will be assigned which will determine **10%** of your final grade. This is an assignment designed to help you pull up your class average. However, if you do not apply effort, then it will pull down your class average. Be sure to write your name on the front page of the texts to make it easier to return.
- C. Three Maps and One Timeline Project** will be completed during the course. Grades from these assignments will be averaged to determine **30%** of your course grade.
- D. Six Exams** will be given approximately every two weeks over the assigned readings and class discussion. The exam questions will be multiple choice and matching questions. The average of these exams will determine **30%** of the student's course grade.
- E. A Comprehensive Final Exam:** will be given at the end of the course taken from the previous tests. The score on this exam will determine **10%** of the course grade.

Grade Weight

Participation Grade:	20%
Reading Grade	10%
Maps & Timeline Projects	30%
Exams:	30%
<u>Comprehensive Final Exam</u>	<u>10%</u>
Total	100%

Course/Classroom Policies and Information

Online Exam Protocol:

Manuscript and Lecture Content Tests: About every two weeks the student will be required to take a multiple choice test covering the material studied. Because they are timed test, it is important to take the test as quickly as possible from memory **without using** any resources beyond what you can recall. Once the test is complete, the time remaining can be used to search for answers in the textbook or any notes taken from class lectures. However, when time is up the answers will be scored.

As you take the test you should use a piece of scratch paper to list the question number of questions that give you trouble or of which you are unsure. You can target these questions with the remaining time to check your answer against the manuscript or notes. While you can use the manuscript and your notes in this search, below is a list of activities which will be considered cheating and cause you to face disciplinary action:

- Talking to someone about the exam to give or get information about the content of the exam.
- Digitizing the manuscript or using other means to do keyword searches to simply find answers without knowing the material in the manuscript.
- Using the course manuscripts or lecture notes to find the answer to a question before you have completed the entire exam. (Although these sources can be used to find answers in an “open-book” format after you have completed the entire exam and still have remaining time.)
- Letting someone else take the exam for you.
- Taking the exam for someone else.

Each test will build on all the material learned and thus can include questions from earlier material. However, if questions are asked from previous material, they will most likely come from earlier test questions.

If you are not satisfied with the grade you receive on the test, you can retake the test and the two scores will be averaged. If you decide to do this, it would be best to open your first attempt on canvas and look at the

questions and all the answers and try you best to determine your best answer before you take the test the second time. This will give you the best chance to improve your score.

Maps and Timeline Projects (Nation Map, City Map, Israel Map and Timeline): The above instructions apply to the reading exams only. It does not apply to the tests over maps and timeline. Maps and Timeline tests must be taken from memory only, however, you have unlimited attempts with these tests. You cannot use any resources when taking these test... even if you finish and have time left. If you look at the maps or timeline at any time while taking the test you are cheating. It will be a better learning experience if you take time to learn the maps and timeline before you begin taking the exam. It is possible that you could learn by taking the tests over and over, but this is not the best way.

Student Success: Professor's concern for their student's success, especially as it relates to weekly progress, extends not only to making personal contact when a student falls behind, but also to connect the student to other resources the college offers such as the Tutoring Center and the Student Success Manager. You should know that out of care for the student, the professor will communicate the names of students who have two consecutive absences, low grades, or any other signs that they are beginning to struggle with course content and/or assignments. If you fall behind, you can expect that the Student Success Manager will reach out and help you find appropriate resources.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work

with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More

information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Weekly Session

Assignment

ARCHEOLOGY

Week 1 (August 15-19)

Introduction and Orientation
Ancient & Modern Geography

Study City and Nation Map

Week 2 (August 22-26)

Daniel 2:28-45 (History of Empires Beyond Daniel)
Archeological Methods and Finds

Read Stone Age Chapter
Look over Timeline

Take Nation & City Map

STONE AGE

Week 3 (August 29 - September 2)

Stone Age: Paleolithic

Study Stone Age Chapter
Study Timeline
Study Israel Map

Week 4 (September 5-9)

Stone Age: Neolithic

Read Mesopotamia Chapter
Study Stone Age Chapter

Take Timeline Test

MESOPOTAMIA

Week 5 (September 12-16)

Leviticus 26: 14-35 & Isaiah 13:19-21 (Ruins in Israel are preaching and every artifact testify to God’s faithful word and Israel’s disobedience)
Mesopotamia: Sumer

Study Mesopotamia Chapter
Study Israel Map

Take Stone Age Test

Week 6 (September 19-23)
Mesopotamia: Old Babylon

Read Canaan and Egypt Chapter
Study Mesopotamia Chapter

EGYPT

Week 7 (September 26 - 30)
Egypt: Old Kingdom & Middle Kingdom

Study Israel Map
Study Egypt Chapter

Take Mesopotamia Test

Week 8 (October 3-7)
Egypt: New Kingdom, Exodus & Sinai

Read Exodus Chapter
Study Egypt Chapter

[October 10-14 Student Development Week]

Take Israel Map Test

Week 9 (October 17-21)
Exodus and Sinai

Study Exodus Chapter

PROMISED LAND

Week 10 (October 24-28)
Israel: Rift North

Read Promised Land Chapter

Take Egypt Test

Week 11 (October 31 - November 4)
Israel: Rift South

Study Promised Land Chapter

EXILE

Week 12 (November 7-11)
Assyria, Neo Babylonia & Persia

Read Monarchy & Exile Chapters

Take Promise Land Test

JERUSALEM

Week 13 (November 14-18)
Jerusalem: Walls

Study Monarchy & Exile Chapters

[Thanksgiving: November 24-25]

Week 14 (November 28 - December 2)
Jerusalem: Temple

Study for Final

Take Monarchy and Exile Test

Week 15 (December 5-9)
Final Exam

Complete all Unfinished Assignments

Turn in Marked Manuscripts and Extra Credentials

Take Final Exam

EXTRA CREDIT CREDENTIALS

I encourage you to extend learning beyond the classroom. For instance:

- Visiting museums,
- Watching good feature length historical film,
- Reading a good historical novel,
- Attending expert lectures or society meetings on other campuses
- Participating (and organizing) toga/tunic parties with costumes, historical movies and period refreshments.

Keep a record of what you have done and a very brief description of what you learned.

Selected Bibliography

Arnold, Bill T., and Bryan Beyer. *Readings from the Ancient Near East: Primary Sources for Old Testament Study*. Grand Rapids: Baker Academic, 2002.

Chavalas, Mark W., ed. *Ancient Near East: Historical Sources in Translation*. Malden, MA: Wiley-Blackwell, 2006.

Hallo, William W., and K. Lawson Younger. *The Context of Scripture*. 3 vols. Leiden: Brill, 2001-2003.

Hallo, William W., and William Kelly Simpson. *The Ancient Near East: A History*. 2nd ed.

Hess, Richard S. *Israelite Religions: An Archaeological and Biblical Survey*. Grand Rapids: Baker Academic, 2007.

Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 3rd ed. Grand Rapids: Zondervan, 2009.

Kitchen, K. A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.

Kuhrt, Amélie. *The Ancient Near East, c. 3000–330 B.C.* 2 vols. New ed. New York: Routledge, 1997.

Lichtheim, Miriam *Ancient Egyptian Literature*. 3 vols. Berkeley, CA: University of California Press, 2006.

Matthews, Victor H., and Don C. Benjamin. *Old Testament Parallels: Laws and Stories from the Ancient Near East*. Third revised expanded ed. Mahwah, NJ: Paulist Press, 2007.

Pritchard, James B., ed. *The Ancient Near East: A New Anthology of Texts and Pictures*. Princeton, NJ: Princeton University Press, 2010.

Sasson, Jack M., ed. *Civilizations of the Ancient Near East*. Peabody, MA: Hendrickson, 2001.

Walton, John H. *Ancient Near Eastern Thought and the Old Testament*. 2nd ed. Baker Academic, 2018.

