



# On-Campus Course Syllabus

## HUM 101 L1

### Ancient World

### Fall 2023

#### Class Information

**Day and Time:** Mon Wed 1:45–3:00

**Room Number:** E201

#### Contact Information

**Instructor Name:** James W. Knox

**Instructor Email:** [jknox@Criswell.edu](mailto:jknox@Criswell.edu)

**Instructor Phone:** NA

**Instructor Office Hours:** by appointment

#### 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 the requirements for a Humanities/Fine Arts course.)

#### Course Objectives

- A. Attain familiarity with the geography of the ancient world. This includes recognition of the socio-political regions (e.g., Mesopotamia and Egypt) and how their borders and influence changed over time. Also, the ability to locate and identify key locations (i.e., cities).
- B. Demonstrate awareness of the key figures that arose during their respective periods. This includes appreciation of their historical context and major accomplishments.
- C. Demonstrate comprehension regarding the development of human civilizations from cities, to city-states, to kingdoms, to empires. This includes knowledge of individual regions (e.g., Mesopotamia) as well as their influence over other regions.
- D. Develop an appreciation for and the ability to articulate why the study of the ancient world is important for biblical interpretation.

#### Required Textbooks

1. Van De Mierop, Marc. *A History of the Ancient Near East ca. 3000–323 BC*. 3rd ed. Blackwell History of the Ancient World. Chichester: Wiley-Blackwell, 2016. (978-1-118-71816-2)
2. Hallo, William W., and William Kelly Simpson. *The Ancient Near East: A History*. 2nd ed. Fort Worth: Harcourt Brace, 1998. (0-15-503819-2)

## Course Requirements and Assignments

- A. **Participation — (20%)** The classroom experience is an essential element of the learning process. This includes engaging with the instructor, class materials, and fellow students. As such, it is expected and required that the student attends and participates. Failure to perform (e.g., through unexcused absences) will result in a reduction in the participation grade which amounts to 20% of the course grade.
- B. **Reading Sheets — (20%)** Beginning with Week 2, the student is expected to fill out a reading sheet for that class' assigned reading of either Mieroop or Hallo/Simpson. The reading sheet will include summarizing the relevant chapter as well as noting questions, observations, and potential applications the student found while reading. There are 21 required readings. The student must fill out at least 18 (3 may be dropped). The reading sheets include the class' reading requirement and count for 20% of the course grade.
- C. **Study Sheets — (20%)** There will be 10 study sheets dispersed throughout the semester. Practically, they will be similar to take home quizzes. The study sheets will mainly pertain to the material covered in that week's reading (so not cumulative). They will also serve as study guides for the exams. The study sheets are marked on the Course Outline/Calendar and will count for 20% of the course grade.
- D. **Exams — (40%)** Four exams will be administered throughout the semester. They will cover the four major sections of the class: (1) the Rise of City-States, (2) the Early Kingdoms, (3) History of Egypt, and (4) the Age of Empires. Each exam will be comprehensive to that section and count for 10% of the course grade, so 40% in total.

## Course/Classroom Policies and Information

### Submission of the Reading and Study Sheets

The Reading and Study Sheets serve dual purposes. First, they allow for the student's progress to be evaluated and graded. Second, they will become resources for the student. Ideally, the student can rely on the reading sheet to help stimulate classroom discussion. Additionally, the study sheet will function as study guides for the exams. It is important that the student retains copies of both for his/her own use. In order to facilitate this, the student must upload the assigned reading/study sheet onto Canvas prior to the start of class for that respective due date.

### Extra Credit Projects

The purpose of education is to foster an environment that promotes learning. This includes structured group learning through the classroom, but more important is the student's role in engaging, internalizing, and applying the information. This is required and enforced by the assignments and examinations. However, this can only achieve so much. Should the student desire to pursue his or her independent study in addition to the established course requirements, such endeavor ought to be supported and rewarded. So, this course allows (and encourages) extra credit projects.

An extra credit project is an intentional educational effort that demonstrates the acquisition and appreciation of knowledge so long as it is relevant for the course. **However, certain criteria must be met for the project to count.**

- 1) The student must receive approval by the instructor prior to beginning the project.
- 2) The project must be relevant to the educational scope of the course.

There is a fair amount of flexibility regarding what may constitute an extra credit project and students are encouraged to be creative and think outside the box. Examples of what would qualify as projects include:

- a) Going to a museum (so long as it features an exhibit related to the course content) and writing a report on the experience.
- b) Watching a documentary (related to the course content) and writing a report on it.
- c) Reading a book (related to the course content) and writing a report on it.

This is not an exhaustive list of potential projects, but these are ones that will likely receive approval should the student volunteer to pursue one.

### **Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## 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

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
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.

## Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## 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](mailto: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](mailto: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](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring

Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Week		Class Topic	Mieroop	Hallo/Simpson
1	M–Aug 21	Introduction, Syllabus, and Defining Terms	Ch 1	
	W–Aug 23	Historiography and Geography <i>Due: Study Sheet 1</i>		Ch 1
2	M–Aug 28	Uruk the First City	Ch 2	
	W–Aug 30	Ur and the Early Dynastic Period <i>Due: Study Sheet 2</i>	Ch 3	
3	M–Sep 4	<b>Labor Day (No Class)</b>		
	W–Sep 6	The Early Kingdoms of Akkad and UR III	Ch 4	
4	M–Sep 11	The Rise of Kingdoms in the Early Second Millennium	Ch 5	
	W–Sep 13	The Fall of Kingdoms in the Early Second Millennium <i>Due: Study Sheet 3</i>	Ch 6	
5	M–Sep 18	<b>Exam I: The Rise of City-States</b>		
	W–Sep 20	Mesopotamian Culture		Ch 6
6	M–Sep 25	The Rising of Kingdoms in the Mid Second Millennium	Ch 7	
	W–Sep 27	The Western Kingdoms <i>Due: Study Sheet 4</i>	Ch 8	
7	M–Oct 2	The Eastern Kingdoms	Ch 9	
	W–Oct 4	The Collapse of the Second Millennium Kingdoms <i>Due: Study Sheet 5</i>	Ch 10	
8	M–Oct 9	<b>Exam II: The Early Kingdoms</b>		
	W–Oct 11	Introduction to Egypt and the Early Dynasty		Ch 7–8
9	M–Oct 16	<b>Student Development Week</b>		
	W–Oct 18			
10	M–Oct 23	The Old Kingdom		Ch 9
	W–Oct 25	The Middle Kingdom <i>Due: Study Sheet 6</i>		Ch 10
11	M–Oct 30	The New Kingdom		Ch 11
	W–Nov 1	The Late Period <i>Due: Study Sheet 7</i>		Ch 12
12	M–Nov 6	<b>Exam III: History of Egypt</b>		
	W–Nov 8	Assessing the ANE at the dawn of the First Millennium	Ch 11	
13	M–Nov 13	The Birth of the Assyrian Empire <i>Due: Study Sheet 8</i>	Ch 12	
	W–Nov 15	<b>Evangelical Theological Society</b>		
14	M–Nov 20	<b>FALL BREAK and THANKSGIVING</b>		
	W–Nov 22			

15	M–Nov 27	The Decline of the Assyrian Empire	Ch 13	
	W–Nov 29	The Median and Neo-Babylon Empires <i>Due: Study Sheet 9</i>	Ch 14	
16	M–Dec 4	The Birth of the Persian Empire	Ch 15	
	W–Dec 6	The Decline of the Persian Empire <i>Due: Study Sheet 10</i>	Ch 16	
<b>Final Exams</b>		<b>Exam IV: The Age of Empires</b>		

## Selected, Classified, and Annotated Bibliography

### Ancient Near East and Israelite Culture

Arnold, Bill T., and Brent A. Strawn, eds. *The World around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker Academic, 2016. — A collection of articles that identify the various people groups surrounding Israel. It then discusses these groups by summarizing their history, culture, and connection to Israel.

Greer, Jonathan S., John W. Hilber, and John H. Walton, eds. *Behind the Scenes of the Old Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker Academic, 2018. — A diverse collection of articles related to ancient near eastern culture and society. Overall, it may be a little too dense or technical for undergraduates, but it is still a good resource to know about particularly if there is something specific you want to study.

Walton, John H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. 2nd ed. Grand Rapids: Baker Academic, 2018. — A nice, accessible introduction to the culture and world of the ancient near east and Israel by a well-respected scholar.

### Archaeology

Bahn, Paul. *Archaeology: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 1996. — An excellent, yet concise, scholarly introduction to the topic of archaeology by a leading specialist in the field.

Cline, Eric H. *Biblical Archaeology: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 2009. — An excellent, yet concise, scholarly introduction to the topic of biblical archaeology by a leading specialist in the field.

Hoffmeier, James K., and Alan Millard, eds. *The Future of Biblical Archaeology: Reassessing Methodologies and Assumptions*. The Proceedings of a Symposium, August 12–14, 2001 at Trinity International University. Grand Rapids: Eerdmans, 2004. — A diverse collection of articles related to biblical archaeology. Overall, it may be a little too dense or technical for undergraduates, but it is still a good resource to know about particularly if there is something specific you want to study.

Potts, Daniel T., ed. *A Companion to the Archaeology of the Ancient Near East*. 2 vols. Blackwell Companions to the Ancient World. Chichester: Wiley-Blackwell, 2012. — A useful reference guide to the archaeology of



the ancient near east laid out by various categories and topics. Its scope is much broader than Zondervan's Handbook, dealing with more secular archaeology. It is also denser and more technical.

Price, J. Randall, and H. Wayne House. *Zondervan Handbook of Biblical Archaeology: A Book by Book Guide to Archaeological Discoveries Related to the Bible*. Grand Rapids: Zondervan, 2017. — A handy reference guide to biblical archaeology that is laid out according to the books of the Bible. A very useful tool especially for biblical students just getting into archaeology.

## Atlases

Bryce, Trevor, and Jessie Birkett-Rees. *Atlas of the Ancient Near East: From Prehistoric Times to the Roman Imperial Period*. New York: Routledge, 2016. — A helpful atlas of the ancient world that is current in its scholarship and thorough in its content.

Roaf, Michael. *Cultural Atlas of Mesopotamia and the Ancient Near East*. Oxford: Equinox, 1990. — An excellent atlas that is filled with additional information. It is considered by many scholars to be a standard resource.

Rasmussen, Carl G. *Zondervan Essential Atlas of the Bible*. Grand Rapids: Zondervan, 2013. — An abridged version of *Zondervan Atlas of the Bible*, 2nd ed. (2010). It retains most of the aides and resources (e.g., maps and charts) but condenses its discussion. It is still more than sufficient for a young Bible student.

## Historiography

Arnold, John H. *History: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 2000. — An excellent, yet concise, scholarly introduction to the topic of historiography by a leading specialist in the field.

Breisach, Ernst. *Historiography: Ancient, Medieval & Modern*. 2nd ed. Chicago: University of Chicago Press, 1994. — A more traditional and denser textbook on Historiography. It is probably more suited for an advanced student.

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method and Practice*. 2nd ed. London: Routledge, 2017. — A comprehensive and seemingly up-to-date textbook on Historiography. However, in certain parts, the authors' biases surface.

Tucker, Aviezer. *Our Knowledge of the Past: A Philosophy of Historiography*. Cambridge: Cambridge University Press, 2004. — An accessible textbook on Historiography that is thorough yet easy to understand.

## History of the Ancient Near East

Kuhrt, Amélie. *The Ancient Near East: c. 3000–330 BC*. 2 vols. Routledge History of the Ancient World. New York: Routledge, 1995. — A thorough, dense, and slightly technical history of the ancient near east. It is considered a standard history text, but at two volumes it is not practical for an introduction class.

Podany, Amanda H. *The Ancient Near East: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press, 2014. — An excellent, yet concise, scholarly introduction to the topic of ancient near eastern history by a leading specialist in the field.

Snell, Daniel, ed. *A Companion to the Ancient Near East*. Blackwell Companions to the Ancient World. Malden, MA: Blackwell, 2005. — A useful reference guide to ancient near eastern culture and history. It is laid out by topics and areas of interest.

Stiebing, William H., Jr., and Susan N. Helft. *Ancient Near Eastern History and Culture*. 4th ed. New York: Routledge, 2023. — A thorough textbook on ancient near eastern history. Unfortunately, it is pricey (over \$100).

### **History of Egypt**

Currid, John. *Ancient Egypt and the Old Testament*. Grand Rapids: Baker, 1997. — A basic introduction on the relationship between Egyptian history and the Old Testament. It is not a formal or comprehensive history of Egypt.

Shaw, Ian, ed. *The Oxford History of Ancient Egypt*. 2nd ed. Oxford: Oxford University Press, 2003. — A standard textbook on Egyptian history.

— —. *Ancient Egypt: A Very Short Introduction*. 2nd ed. Very Short Introductions. Oxford: Oxford University Press, 2021. — An excellent, yet concise, scholarly introduction to the topic of Egyptian history by a leading specialist in the field. It is practically an abridged version of Shaw's textbook.

Van De Mierop, Marc. *A History of Ancient Egypt*. 2nd ed. Blackwell History of the Ancient World. Chichester: Wiley-Blackwell, 2021. — Another standard textbook on Egyptian history. It is the sister to our own textbook *A History of the Ancient Near East* also by Van De Mierop.

### **History of Israel**

Arnold, Bill T., and Richard S. Hess, eds. *Ancient Israel's History: An Introduction to Issues and Sources*. Grand Rapids: Baker Academic, 2014. — A diverse collection of articles related to the history of Israel. Overall, it may be a little too dense or technical for undergraduates, but it is still a good resource to know about.

Kaiser, Walter C., Jr., and Paul D. Wegner. *A History of Israel: From the Bronze Age through the Jewish Wars*. Rev. ed. Nashville: B&H Academic, 2016. A standard history of Israel from a biblical scholarly perspective.

Merrill, Eugene H. *An Historical Survey of the Old Testament*. 2nd ed. Grand Rapids: Baker, 1991. — A mid-point between an Old Testament survey (e.g., Hill and Walton) and a history of Israel.

Provan, Iain, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. Louisville: Westminster John Knox, 2003. A standard history of Israel from a biblical scholarly perspective.