



Course Syllabus

Hum 101 L1

Ancient World

Fall 2026

Class Information

Day and Time: Tuesday 4:45–7:15 P.M.

Room Number: E201

Contact Information

Instructor Name: James W. Knox, PhD, MDiv

Instructor Email: jknox@Criswell.edu

Instructor Phone: 214-887-5287

Instructor Office Hours: Mon-Fri, 10-4 at Turpin Library (DTS), Room 107

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 the 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 Mieroop, Marc. *A History of the Ancient Near East ca. 3000–323 BC*. 4th ed. Blackwell History of the Ancient World. Hoboken, NJ: Wiley-Blackwell, 2025. (978-1-394-21022-0)
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) may result in a reduction in the participation grade.
- B. **Weekly Reading Sheets (20%)** — The student is expected to fill out a reading sheet for every class' assigned reading. The reading sheet will include summarizing the relevant materials as well as noting questions, observations, and potential applications the student found while reading. There are 15 required readings. The student must fill out at least 13 of them (2 may be dropped).
- C. **Quizzes (20%)** — There are 12 online quizzes dispersed throughout the semester. Since they are online, they may be open book. However, they are not group assignments. The student must complete them on his/her own without additional assistance. The Quiz' content will correspond to the material derived from that week's reading (so not cumulative). 2 quizzes may be dropped. The quizzes are marked on the Course Calendar.
- D. **Exams (40%)** — Four exams will be administered throughout the semester. They will cover the four major sections of the class: (1) Emergence of City-States, (2) Second Millennium Kingdoms, (3) History of Egypt, and (4) First Millennium 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 Policies

- Completed Reading Sheets must be uploaded to the assigned reading sheet tab in Canvas prior to the start of class for that respective due date.
- Quizzes must be completed on Canvas prior to the start of class for that respective due date.
- Exams will be conducted physically in class without any assistance (e.g., textbooks or notes) or distractions present (e.g., phones).

Late Submissions

Late submissions will be accepted but with a penalty. 5% will be deducted per day once the due date has passed. After one week, the assignment will no longer be accepted with an automatic Ø registered for the assignment. Any student who has not uploaded their quiz prior to the quiz review must leave the classroom during the review or their quiz will be forfeited. Exams cannot be taken late except for emergencies.

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 endeavors 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) **Prior approval:** The student must receive permission from the instructor before beginning the project.
- 2) **Relevance:** The project must be germane to the educational scope and philosophy 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.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
- Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all “live” (synchronous) class sessions

Important Note:

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.

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.

Course Policy on the use of Artificial Intelligence (AI)

While the use of Generative AI is recommended for the *editing* of your own work (e.g., spellcheck, Grammarly, etc.), the reliance on programs (e.g., ChatGPT, Grok, etc.) for *research* purposes is discouraged. Furthermore, the use of Generative AI for the *creation* of content is prohibited. The purpose of all assignments is for the student to develop the skills necessary for the creation of original scholarship.

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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.

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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

- Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.
- For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor,

students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

➤ For questions, email tutoringcenter@criswell.edu.

Course Calendar

Week	Class Topic	Mieroop	Hallo & Simpson	Additional
Section I: Emergence of City-States				
1	Tu–Aug 18	Syllabus, Introduction, and Defining Terms	Ch. 1	
		Historiography and Geography • Due: <i>Quiz 1</i>	Ch. 1	
2	Tu–Aug 25	Uruk the First City	Ch. 2	
		Ur and the Early Dynastic Period • Due: <i>Quiz 2</i>	Ch. 3	
3	Tu–Sep 1	The Akkadian Empire	Ch. 4	
		The Rise of Kingdoms in the Early Second Millennium • Due: <i>Quiz 3</i>	Ch. 5	
4	Tu–Sep 8	The Fall of Kingdoms in the Early Second Millennium	Ch. 6	
Exam 1: Emergence of City-States				
Section II: Second Millennium Kingdoms				
5	Tu–Sep 15	Mesopotamian Culture & Society	Ch. 7	Ch. 6
		Ancient Near Eastern Literature & Myths • Due: <i>Quiz 4</i>		Walton 1 & Knox
6	Tu–Sep 22	Ancient Near Eastern Religion		Walton 2
		Ancient Near Eastern Legal Instruments • Due: <i>Quiz 5</i>		Demare-Lafont
7	Tu–Sep 29	Western Kingdoms	Ch. 8	
		Eastern Kingdoms • Due: <i>Quiz 6</i>	Ch. 9	
8	Tu–Oct 6	The Collapse of the Second Millennium Kingdoms	Ch. 10	
Exam 2: Second Millennium Kingdoms				
Section III: History of Egypt				
9	Tu–Oct 13	Introduction to Egypt and the Archaic Period		Chs 7–8
		Egyptian Myths and Religion • Due: <i>Quiz 7</i>		Doxey
10	Tu–Oct 20	The Old Kingdom		Ch. 9
		The Middle Kingdom • Due: <i>Quiz 8</i>	Ch. 10	
11	Tu–Oct 27	The New Kingdom		Ch. 11
		The Late Period • Due: <i>Quiz 9</i>	Ch. 12	

12	Tu–Nov 3	Exam 3: History of Egypt			
		Section IV: First Millennium Empires			
		Overview of the History of Israel			GHW, Chs 23–30
13	Tu–Nov 10	Assessing the ANE at the Dawn of the First Millennium	Ch. 11		
		The Birth of the Assyrian Empire • Due: <i>Quiz 10</i>	Ch. 12		
14	Tu–Nov 17	The Decline of the Assyrian Empire	Ch. 13		
		The Median and Neo-Babylon Empires • Due: <i>Quiz 11</i>	Ch. 14		
15	Tu–Nov 24	Fall Break and Thanksgiving			
16	Tu–Dec 1	The Birth of the Persian Empire	Ch. 15		
		The Decline of the Persian Empire • Due: <i>Quiz 12</i>	Ch. 16		
Final Exams		Exam 4: First Millennium Empires			

Selected, Classified, and Annotated Bibliography

Ancient Near East and Israelite History and 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.

- Benjamin, Don C. *Stones and Stories: An Introduction to Archaeology and the Bible*. Minneapolis: Fortress, 2010. — Considered one of the best introductions to biblical archaeology on the market. However, it does take a critical approach to biblical history.
- 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.
- Ebeling, Jennie, J. Edward Wright, Mark Elliott, and Paul V. M. Flesher, eds. *The Old Testament in Archaeology and History*. Waco, TX: Baylor University Press, 2017. — A collection of articles related to biblical archaeology from a more critical/skeptical perspective.
- Frendo, Anthony J. *Approaching Biblical Archaeology*. London: T&T Clark, 2022. — A nice introduction to the field of archaeology written for biblical students.
- Graves, David E. *Biblical Archaeology*. 2 vols. 2nd ed. Toronto: Electronic Christian Media, 2018. — A nice set of books that cover the basics of archaeology and the most important discoveries for biblical history.
- Hoffmeier, James K. *The Archaeology of the Bible*. Oxford: Lion Hudson, 2008. — An introduction to biblical archaeology from a more evangelical perspective.
- — 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 of the Ancient World

- 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.
- 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.
- Roaf, Michael. *Cultural Atlas of Mesopotamia and the Ancient Near East*. Oxford: Equinox, 1990. — A classic atlas that is filled with additional information. It is considered by many scholars to be a standard resource.
- Sauvage, Martin, ed. *Atlas historique du Proche-Orient ancien*. Paris: Les Belles Lettres, 2020. — An excellent atlas of the ancient Near East that is up-to-date, scholarly, yet accessible. However, it is only available in French.

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

- Edwards, Iorwerth E. S., et al., eds. *The Cambridge Ancient History [CAH]*. 12 vols. 3rd ed. Cambridge: Cambridge University Press, 1970–2005. — The *CAH* has been regarded as the definitive history of the ancient world for almost a century (the project began in 1919). At 12 volumes, it is the most comprehensive history available spanning human prehistory through the Roman empire. It was recently made available online via the Internet Archive: https://archive.org/details/iB_Ca/01-01/; However, volume 4 is missing chapters 1–3a.
- 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 2 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.
- Radner, Karen, Nadine Moeller, and Daniel T. Potts, eds. *The Oxford History of the Ancient Near East [OHANE]*. 5 vols. New York: Oxford University Press, 2020–2023. — A comprehensive overview of the history of the ancient Near East by a team of experts and published by Oxford. Like *CAH*, it begins with human prehistory but only covers up to the fall of the Persian empire. Regardless at only 5 volumes, it is more focused and up-to-date than the *CAH*. It may be the definitive historical survey currently available on the ANE.
- 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.
- Hornung, Erik. *History of Ancient Egypt: An Introduction*. Translated by David Lorton. Ithaca, NY: Cornell University Press, 1999. — A standard textbook on Egyptian history.
- Romer, John. *A History of Ancient Egypt*. 3 vols. London: Penguin Books, 2012–2023. — A thorough history of Egypt from the pre-pyramid era through the New Kingdom.
- 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 Mieroop, 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 textbook, *A History of the Ancient Near East*, also by Van de Mieroop.

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.
- Kitchen, Kenneth A. *On the Reliability of the Old Testament*. Rev. ed. Grand Rapids: Eerdmans, 2003. — A classic text defending the historical accuracy of the Old Testament.
- 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*. 2nd ed. Louisville: Westminster John Knox, 2015. — A standard history of Israel from a biblical scholarly perspective.
- Schipper, Bernd U. *A Concise History of Ancient Israel: From the Beginnings Through the Hellenistic Era*. Translated by Michael J. Lesley. Critical studies in the Hebrew Bible 11. University Park: Eisenbrauns, 2019. — A history of Israel from a more critical/skeptical perspective.