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Consultations: MW 3–3:50 a.m. (365-F JSB); F 1–1:50
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ANES 201
Introduction to Ancient Near Eastern Studies

Fall 2015
MWF 2:00–2:50 p.m., 250 MSRB

Course Description: This course is designed to introduce new and potential majors to the Ancient Near Eastern Studies program. It will begin by providing a historical overview of the Ancient Near East and the Classical Mediterranean world. It will then introduce the languages and texts—particularly those that became the Hebrew Bible and Greek New Testament—while also providing a history of their interpretation, the field known as hermeneutics. Finally, it will introduce students to the profession by introducing specialty fields and discussing graduate school and employment opportunities.

This Course at BYU: According to the university document “The Aims of a BYU Education,” your experience on campus and in this classroom should be spiritually strengthening, intellectually enlarging, character building, and lead to lifelong learning and service. Additionally, your instructor is committed to creating and maintaining a classroom environment that will foster respect and excitement about learning while being conducive to the expression of gospel principles.

Students, too, have a responsibility in maintaining a positive classroom experience. Since so much of our time will be involved in class discussion, it is imperative that students be courteous and helpful to each other. They are also expected to practice academic honesty and all BYU standards (see “Course Requirements” below).

Learning Outcomes

Survey ANES history, culture, and major texts: Introduce students to the field of Ancient Near Eastern Studies, including the historical and geographical breadth from 3000 B.C.E down to 600 C.E., the development of the field of study, the major texts and their standard editions, research skills, major terms, and employment possibilities.

Critical Thinking: Develop the capacity for informed, independent, critical thinking and be able to perform appropriate library and online research utilized in the professional study of

the ancient Near East.

Analytical Writing: Be able to write exegetical and research papers that utilize approaches from the Social Sciences and Humanities and that integrate language and interpretive skills to analyze ancient Near Eastern topics.

Intro to ANES Scholarship and Issues: Introduce students to the issues in the study of the Ancient Near East that have an impact on understanding the Hebrew Bible and the New Testament, including a discussion on the challenges “believing” students face, LDS in particular. This will include a discussion of some of the ethical issues in current scholarship.

Academics and Faith: Have considered and received affirmation concerning the relationship between academics and faith, and will have been encouraged to engage in a spiritually informed, lifelong pursuit of learning, scholarship, and service.

Texts and other resources: The following required texts *should* be available in the Bookstore or students can order them through private booksellers:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research. Third Edition*. Chicago: University of Chicago Press, 2008. ISBN 978-0226065663.

De Blois, Lukas, and R. J. Van der Spek. *An Introduction to the Ancient World*. New York: Routledge, 2008. ISBN 978-0415458276.

Evans, Craig A. *Fabricating Jesus: How Modern Scholars Distort the Gospels*. Downers Grove, Illinois: 2006. ISBN 978-0830833559

Friedman, Richard Elliott. *Who Wrote the Bible?* New York: HarperCollins Publishers, 1987; repr. 1997. ISBN 978-0060630355

The HarperCollins Study Bible. Student Edition: Fully Revised and Updated. Harold W. Attridge, general editor. News York: HarperCollins Publishers, 2006. ISBN 978-0060786847

Jasper, David. *A Short Introduction to Hermeneutics*. Louisville, Kentucky: Westminster John Knox Press, 2004. ISBN 978-0664227517.

Magness, Jodi. *The Archaeology of the Holy Land: From the Destruction of Solomon's Temple to the Muslim Conquest*. Cambridge: Cambridge University Press, 2012. ISBN 978-0521124133

The following texts are not required but are *strongly* recommended for majors and those who

plan to continue in the field:

Alexander, Patrick H. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, Massachusetts: Hendrickson, 1999. ISBN 978-1565634879

Gorman, Michael J. *Elements of Biblical Exegesis*. Revised and Expanded Edition. Peabody, Massachusetts: Hendrickson, 2009. ISBN 978-0801046407

The Jewish Annotated New Testament. Edited by Amy-Jill Levine and Marc Breller. Oxford: Oxford University Press, 2011. ISBN: 9780195297706

In addition to these texts, readings and other handouts will be posted on Learning Suite or will be available on electronic reserve: For electronic reserve, go to <http://docutek.lib.byu.edu/eres/coursepass.aspx?cid=5323> and enter the password “Hun201.”

Course requirements: The standard scale will be 930–1000 A, 900–929 A-, 880–899 B+, 830–879 B, 800–829 B-, *u.s.w.* Assignments are due when scheduled, and late work will not be accepted. Only in cases of extreme duress (in medical cases with a physician’s note) will the instructor make exceptions. Point distribution will be as follows:

Reading quizzes (5 points each)	50
Take-home quizzes (50 points each)	100
Midterm examinations (200 points each)	400
Literature review	50
Exegetical paper	100
Research paper	200
Final examination	100

The reading quizzes will be short, in-class assessments from that day’s reading given periodically during the semester. There will be 2 examinations during the semester and a final exam. Identifications and short answers will comprise the beginning of each exam, while the bulk of the exams will consist of paragraph answers and essays that will require control of both the works read and the materials covered in class. Take-home quizzes will be distributed prior to the exams to serve as practice exams.

Whereas the final will be taken in class (Thursday, December 18, 11:00 a.m.–2:00 p.m.), the midterms will be available in the testing center in order to allow more time for developing and writing the essays. Note the hours of the testing center and the schedule of the class in advance so that you can take each midterm. A literature review will help students jump-start their work on their research paper. An exegetical paper will provide students with the opportunity to try their hermeneutical skills on a passage of scripture. The final research paper will then allow

them to demonstrate research and critical writing skills.

Students are responsible for the grades that they earn; if one needs a certain grade for academic reasons, then he or she should plan accordingly. There will be no extra credit. If students have disabilities that may impair their ability to complete this course successfully, they are encouraged to inform the instructor and to contact the Services for Students with Disabilities Office (422-2767) for additional assistance.

Inappropriate Use Of Course Materials: All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. *Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course.* To do so is a violation of the Brigham Young University Honor Code.

Class Preparation: Readings for each day should be completed before class so that students are prepared to understand the lecture and participate in discussion. When readings are heavy, students should nonetheless do their best to get through the material, exercising judgement as to what sections can be skimmed and which require greater study.

10 unannounced reading quizzes will help students keep up with their reading and make sure that they are mastering the basics before coming to class.

Each day's lecture subject includes "topics" and "readings." In many cases the topics listed will help students identify the most important points that they should look for in the readings. They can also serve as useful reviews before exams.

Partial Reading Key

BCW	Booth, Colomb, and Williams, <i>The Craft of Research</i> .
Coogan	Michael D. Coogan, <i>A Brief Introduction to the Old Testament</i> .
CRJ	<i>Christianity and Rabbinic Judaism</i> . Hanks, ed.
deBS	deBlois and Van der Spek, <i>An Introduction to the Ancient World</i> .
Evans	Craig Evans, <i>Fabricating Jesus</i> .
Friedman	Richard Elliot Friedman, <i>Who Wrote the Bible?</i>
HSCB	<i>The Harper Collins Study Bible</i>
JANT	<i>The Jewish Annotated New Testament</i>
Jasper	David Jasper, <i>A Short Introduction to Hermeneutics</i> .
JCWNT	Holzappel, Huntsman, and Wayment, <i>Jesus Christ and the World of the New Testament</i> .
Magness	Jodi Magness, <i>The Archaeology of the Holy Land</i> .
Pratico	Pratico and van Pelt, <i>Basics of Biblical Hebrew</i> .
Wallace	Wallace, <i>Greek Grammar beyond the Basics: An Exegetical Syntax of the New Testament</i>

Course Schedule

M31Aug **Course Introduction.**

Topics: The ANES major, its two tracks, and their requirements. Students of the Ancient Near East (SANE). Course objectives and standards. Review of texts and basic resources.

HISTORICAL OVERVIEW

W02Sep **Third Millennium.**

Topics: Egyptian and Mesopotamian origins. Early Bronze Age: Egyptian Old Kingdom; Sumer and Akkad.

Reading: deBS, 1–19; *Epic of Gilgamesh* excerpt (handout online).

F04Sep **Second Millennium**

Topics: Middle Bronze Age. Egypt, Middle Kingdom and Second Intermediate Period. Old Assyrian and Babylonian Empires. Late Bronze Age and “The Concert of Powers.” Egypt, New Kingdom. Kassites. Mitanni. Hittite Empire. Minoan Crete and Mycenaean Greece.

Reading: deBS, 20–32.

M07Sep **LABOR DAY. No class.**

W09Sep **First Millennium.**

Topics: Iron Age. Egypt, Third Intermediate Period; Syria, Phoenicia, and “Israel.” Neo-Assyrian Empire. Neo-Babylonian Empire. Persian Empire. Jews returned from exile.

Reading: deBS, 33–45; Magness, 20–62; “The World between the Testaments,” *JCWNT*, 16–20.

F11Sep **Research Methods and Questions.**

Topics: Primary and secondary sources. The role of archaeological evidence. Understanding the role of the writer and the nature of the audience. Selecting and focusing a topic. Constructing and supporting a thesis. Making claims and arguments. *Begin thinking about a historical or textual topic you would like to address.*

Reading: Magness, 1–19; BCW, 16–67, 102–119.

Su13Sep ***Rosh Hashanah begins at sunset***

Yamim Nora'im (“Days of Awe”)

M14Sep **Religion, Economy, and Government in the Ancient Near East.**

Topics: Polytheism, henotheism, and monotheism. Anthropomorphism and theriomorphism. Mythology, cosmologies, and festivals. Views of the afterlife. Redistributive economies. Trade. Social organization. Kingship.

Reading: deBS, 46–62.

W16Sep **Archaic Greece.**

Topics: The Greek “Dark Age.” The eighth century renaissance: recovery and the rise of the *polis*. Social and military changes: the “Hoplite Revolution.” Greek tyranny and further political

evolution in Greece. Colonization. Early Greek art and literature. Case studies: Sparta and Athens.

Readings: “The Greek and Roman Worlds,” *JCWNT*, 28–29; deBS, 65–88.

F18Sep **Special Guest Lecturer: Amy-Jill Levine, Professor of New Testament and Jewish Studies at Vanderbilt University.**

The Jewish Context of Jesus, Some Case Studies.

Readings: Matthew 5:17–48; Luke 10:25–37; 15:11–32 (read from *JANT* together with book introductions and all notes, pp. 1–2, 10–12, 96–97, 123–24, 133–34). Levine, “Bearing False Witness: Common Errors Made about Early Judaism,” *JANT*, 501–504; Brettler, “The New Testament Between the Hebrew Bible (Tanakh) and Rabbinic Literature,” *JANT*, 504–507; Klawans, “The Law,” *JANT*, 515–19.

M21Sep **Classical Greece.**

Turn in topic for research paper crafted as a tripartite thesis

Topics: The Persian Wars. The Rise and Fall of Athens. The Delian League and the Peloponnesian War. Athenian democracy and imperialism. Fourth Century: Sparta, Thebes, Second Athenian League. Philip II and the Rise of Macedonia. Survey of cultural and intellectual developments (time permitting).

Readings: “The Greek and Roman Worlds,” *JCWNT*, 29–30; deBS, 89–102, 116.

Tu22Sep ***Yôm Kippûr begins at sunset***

W23Sep ***‘Īd al-’Adhá***

The Hellenistic World.

Topics: Alexander the Great. The *Diadochoi* or “successors.” Hellenistic kingship. Antigonid Macedonia and Greece. Seleucid Syria. Ptolemaic Egypt. Developments in Hellenistic culture.

Readings: “The Greek and Roman Worlds,” *JCWNT*, 30–33; deBS, 119–135; Magness, 63–91.

Yamim Nora'im (“Days of Awe”)

F25Sep **Jews in the Hellenistic World.**

Topics: Jews and Alexander? Alexandria, Jews and the Septuagint. Jews and the Ptolemies. Jews and the Seleucids. The Maccabean Revolt and the Hasmonean Dynasty.

Readings: deBS, 136–138; Magness, 92–107; Cecilia M. Peek, “Alexander the Great Comes to Jerusalem,” *BYU Studies* 36.3 (1996–97): 99–112 (electronic reserve); *JCWNT*, 8; Melvin K. Peters, s.v., “Septuagint,” *ABD* 5:1093, 1096–97; 2 Maccabees 4:23–7:42 (*HCSB* 1526–1533); 1 Maccabees (*HCSB* with intro, 1477–1518); “Crisis and Revolution (The World between the Testaments),” *JCWNT*, 21–25.

Take-home quiz 1 distributed

Su27Sep ***Sukkôt begins at sunset***

M28Sep **Early Roman History.**

Take-home Quiz 1 due.

Topics: Geography and peoples of Italy. Roman antecedents: the Latin people, Etruscan civilization, and the influence of Greek colonies. Archaic Rome and the monarchy. The Early Republic: Roman families and society; the Struggle of the Orders; expansion in Italy. Parallel

developments in Carthage. The Middle Republic: the Punic Wars and Rome's expansion in the East; provincial administration.

Readings: "The Greek and Roman Worlds," *JCWNT* 33–34; deBS, 141–184; Huntsman, "The Roman Empire," 1–16.

W30Sep **Roman Revolution and Early Empire.**

Topics: The Late Republic: economic and social instability. *Viri militares*: Marius, Sulla, Pompey, and Caesar. Octavian to Augustus: oligarchic republic to disguised monarchy. The Augustan settlement and *Pax Romana*.

Readings: "The Greek and Roman Worlds," *JCWNT* 34–39; deBS, 185–224; Huntsman, "The Roman Empire," 16–22.

F02Oct **Jews in the Roman Empire.**

Topics: Herod the Great and his successors. After Augustus: Julio-Claudians and Flavians. The province of Judea. Jewish Revolts.

Readings: *JCWNT* 40–41, 38; deBS, 224–30; ; Huntsman, "The Roman Empire," 23; Magness, 133–169, skim 170–192, 204–229; "A World in Turmoil," *JCWNT* 300–303 (electronic reserve).

M05Oct **Imperial Rome.**

Topics: The High Empire: adoptive or "good" emperors. Roman imperial society and law; Greeks in the Roman Empire; Eastern and other religions. Severans, third century crisis, and Diocletian.

Readings: deBS, 230–60, 265–79; Huntsman, "The Roman Empire," 22–29.

W07Oct **Christians in the Roman Empire.**

Topics: The early New Testament church; From Jerusalem to Rome: Pauline Christianity? Roman persecutions and accommodation. Constantine.

Readings: deBS, 261–64, 280–83; Howard W. Kee, "After the Crucifixion—Christianity through Paul," *CRJ*, 85–103 (electronic reserve); deBS, 280–92; Huntsman, "The Roman Empire," 28; Magness, 320–31, skim 333–49.

EXAMINATION 1

Th08–Sa10Oct; M12Oct (late)

(Testing Center, check http://testing.byu.edu/info/center_hours.php for hours)

TEXTS AND INTERPRETATION

F09Oct **Ancient Egyptian.**

Topics: The Afroasiatic family. Brief overview of ancient Egyptian. Hieroglyphics. Some representative texts—*Tale of Two Brothers* and *The Stella of Merneptah*.

Readings: Selden, "Introduction" from *Hieroglyphic Egyptian: An Introduction to the Language and Literature of the Middle Kingdom*, 3–13, 20–23 (electronic reserve or handout). *Tale of Two Brothers* and *The Stella of Merneptah* (electronic reserve)

M12Oct **Eastern Semitic.**

Topics: Sumerian, Akkadian, Babylonian, and Assyrian. Cuneiform writing. Creation and hero tales.

Readings: Michalowski, “Sumerian,” and Huehnergard and Woods, “Akkadian and Eblaite,” from *The Ancient Languages of Mesopotamia, Egypt, and Aksum*, 6–14, 83–90; *Enûma Eliš* (electronic reserve), *The Descent of Ishtar to the Underworld*, and short excerpt from *Epic of Gilgamesh* (handout)

W14Oct **Northwestern Semitic.**

Topics: Aramaic. Ugaritic. Canaanite, Phoenician, Paleo-Hebrew. Introduction to Biblical Hebrew.

Readings: Selections from *The Semitic Languages*, edited by Robert Hetzron: Daniels, “Scripts of Semitic Languages,” 16–23, 28–29; Kaufman, “Aramaic,” 114–118; Segert, “Phoenician and Eastern Canaanite Languages,” 174–75; Pardee, “Ugaritic,” 131–32; Steiner, “Ancient Hebrew,” 145–47 (short handouts). Pratico, “The Hebrew Alphabet,” 1–7 (handout or electronic reserve).

F16Oct **Introduction to the Hebrew Bible and Greek New Testament.**

Topics: Why study biblical languages? The Tanakh—*Torah, Nevi'im, Ketuvim*. The Masoretic Text and the *Biblia Hebraica Stuttgartensia*. “Biblical” Greek? The New Testament canon. *Novum Testamentum Graece*.

Readings: Waltke, “How I Changed My Mind about Teaching Hebrew,” Luther, “On The Importance of Biblical Languages,” and Zwingli, “Languages are Gifts of the Holy Ghost,” in Pratico, 66–67, 119–121, and 135–37 (handout). Coogan, “What is the Old Testament,” 3–9 (electronic reserve). Pratico, “Introduction to the Hebrew Bible,” 403–414 (handout or electronic reserve). Wallace, “The Language of the New Testament,” 12–30 (electronic reserve).

M19Oct **Introduction to Hermeneutics.**

Topics: Texts and readers—faith and suspicion. The hermeneutic circle—text or interpretation? Midrash and rabbinic interpretation. Christian canon and interpretation by tradition. Alexandria vs. Antioch. Augustine and semiotics.

Reading: Jasper, 1–44.

W21Oct **Medieval Hermeneutics; the Reformation and Enlightenment.**

Topics: Scholasticism and Thomas Aquinas. Eckhart and eisegesis. Erasmus, the beginnings of textual criticism, and Christian humanism. The printing press: a revolution. Luther, Calvin, and the Protestant hermeneutics of *sola scriptura*. The Age of Reason, Chladenius, and the hermeneutics of suspicion.

Reading: Thomas Aquinas, excerpts from *Summa Theologica* (electronic reserve). Jasper, 45–67.

F23Oct **The Rise of “Critical” Hermeneutics and the Age of Romanticism.**

Turn in literature review for research paper.

Topics: The Bible and History. Reimarus and “history.” Lowth and the rediscovery of Hebrew poetry—the Bible as literature. Cultural relativity and the crumbling of canon—the end of *sola scriptura*. The tension between rationality and feeling and the end of “bibliolatry”. Schleiermacher and reading—an art and a science.

Readings: Jasper, 69–87.

M26Oct **Exegesis: Getting Back to the (Presumed) Original Meaning.**

Topics: Exegesis versus exposition—them, there, then and us, here, now. Biblical criticisms—textual, historical, source, form, redaction, and more.

Readings: Gorman, “The Task,” 9–34 (electronic reserve). Brown, “How to Read the New

Testament,” 20–46 (electronic reserve; NT examples apply to Hebrew Bible as well).
Gorman, “Contextual Analysis and Formal Analysis,” 69–100 (electronic reserve).
See also: Huntsman, “Teaching through Exegesis: Helping Students Ask Questions of the Text,”
Religious Educator 6.1 (Winter 2005), 107–126 (available on electronic reserve).

W28Oct Case Study: Documentary Hypothesis.

Topics: The Torah and the tradition of Mosaic authorship. Perceived inconsistencies in the received text. Wellhausen’s theory on multiple sources and redaction.

Readings: Brown, “Approaches to the Pentateuch,” *SS3* 3–23 (electronic reserve); Friedman, 15–49.

F30Oct Judah and Israel, J and E. And a Bit of P for Good Measure.

Topics: Twin creation accounts. The story of Noah—twice. “By my name ‘the LORD’ I did not make myself known unto them.” Aaron and Miriam versus Moses.

Readings: Genesis 1:1–9:29; Exodus 3:13–22, 6:1–9; 32:1–35; Numbers 12:1–16 (*HCSB*, 3–18, 88–89, 93, 137–39, 215–16). Friedman, 50–88.

Su01Nov All Saints Day

M02Nov The Deuteronomist, Back to P and Seeking R.

Topics: The reforms of Josiah and the book of the law. The Deuteronomist’s covenant world view. The old school: DH, Dtr¹, and Dtr². Friedman’s proposal: Dtr¹ = Dtr² = Baruch! Dating P: mistakes and tabernacles. Diminishing Moses. Unveiling the Final Redactor. A review of documentary hypothesis and a proposal.

Readings: 2 Kings 22:1–20; Deuteronomy 1:1–11:32, 27:1–29:29; Exodus 17:2–7, 25:1–30:38; Numbers 16:1–35, 20:1–13, 25:1–18 (*HCSB*, 553–54, 255–75, 294–300, 113, 126–37, 223–25, 230–31, 240–41). Friedman, 89–233. Handout: Working Theory of the Editorial History of the *Torah* (online).

See also: Kevin Barney, “Reflections on the Documentary Hypothesis,” *Dialogue* 33.1 (Spring 2000): 57–99 (http://www.dialoguejournal.com/wp-content/uploads/sbi/articles/Dialogue_V33N01_79.pdf).

Take-home quiz 2 distributed

W04Nov Case Study: The Synoptic Problem and the Two-Source Theory.

Topics: What are the gospels? Gospel sources. The connections between Mark, Matthew, and Luke. Marcan priority and “Q.” Alternative proposals. “A Day of Miracles” and “The Thursday before the Passion” as examples of Synoptic treatment.

Readings: Millet, “The Testimony of Matthew,” *SS* 5, 44–50 (electronic reserve). Brown, “Gospels in General; Synoptic Gospels in Particular,” *INT*, 99–122 (electronic reserve). Read in this order: Mark 5:1–43, 14:1–72; Matthew 8:28–9:1, 9:18–26, 26:1–75; Luke 8:26–56, 22:1–62 (*HCSB*, 1732–34, 1751–55, 1682–83, 1713–17, 1779–80, 1805–08).

See also: David Laird Duncan, *A History of the Synoptic Problem, n.b.*, 302–94.

F06Nov Case Study: The “Historical Jesus.”

Take-home Quiz 2 due.

Topics: The Age of Science—history and Jesus. The problem of sources and context. Jesus of Faith versus the Jesus of History? First, second, and third quests. Historical “facts” about Jesus. Questions about scholarly evaluation and judgment.

Reading: Jasper, 89–98. Sanders, “The Life of Jesus,” *CRJ*, 41–83. Magness, 192–203; Wright, “Jesus, Quest for the Historical,” *ABD* 3.796–801 (electronic reserve). Millet, “The Historical

Jesus: a Latter-day Saint Perspective,” pp. 171–192 in Hoskisson, *Historicity and the Latter-day Saint Scriptures* (electronic reserve).

M09Nov **A Faithful Look at the Historical Jesus I.**

Topics: Authenticity and overly critical methods. Questionable texts—canonical versus apocryphal and dubious sources

Readings: Evans, 15–99.

W11Nov **A Faithful Look at the Historical Jesus II.**

Exegetical Paper due.

Topics: Alien contexts, skeletal sayings, and diminished deeds. The use and misuse of Josephus as a source. Other scholarly missteps. “Will the real Jesus please stand up?”

Readings: Evans, 100–179, 222–235.

F13Nov **The Twentieth Century and Postmodern Hermeneutics.**

Topics: Barth, theology, and “the impossibility of faith.” Bultmann’s attempt at “demythologizing.” Heidegger—hermeneutics and theology meet again. Derrida, existentialism, and deconstructionism. Postmodernism—Bible as literature, liberation, political agenda, and textuality without texts.

Readings: Jasper, 99–137.

EXAMINATION 2

Sa14–Tu17Nov; W18Nov (late)

(Testing Center, check http://testing.byu.edu/info/center_hours.php for hours)

EMPLOYMENT AND SCHOLARSHIP

M16Nov **Crafting a Research Paper.**

Topics: Making claims. Making and supporting arguments from the evidence. Anticipating and countering objections. Drafting and revising your paper. Introductions and conclusions. Style, especially “the rhetoric of scholarly circumspection.” Ethics—especially avoiding plagiarism.

Readings: review BCW, 105–119, read BCW, 120–151, 177–212, 232–269, 273–76.

W18Nov **Hebrew Bible and Dead Sea Scrolls**

Guest: Dana Pike

Readings: Magness, 108–132; “The Rule of the Community” (electronic reserve); Kugler, “The Dead Sea Scrolls,” *The Eerdmans Dictionary of Early Judaism*; other readings TBA. CV, Dana Pike.

F20Nov **Egyptology**

Guest: John Gee?

Readings: TBA. CV, TBA.

M23Nov **No class. *Work on research papers***

Tu24Nov ***Tuesday is Friday but no class anyway!***

W26Nov *No Class.*

Th26Nov **Thanksgiving.**

Su29Nov **First Sunday of Advent: Hope**

M30Dec **Eastern Christianity**

Guest: Kristian Heal

Readings: Ephrem the Syrian, Select Poems; Van Rompay, “Ephrem in the Works of Philoxenus of Mabbog”; other readings TBA. CV, Kristian Heal.

W02Dec **Greco-Roman Early Christianity.**

Guest: Lincoln Blumell

Readings: “The Acts of Paul and Thecla” (electronic reserve); Dossier of Sotas, Bishop of Oxyrhynchus (nos. 130–134); other readings TBA. CV, Lincoln Blumell.

F04Dec **Biblical Archaeology**

Guest: Matthew Grey

Readings: Re-read Magness, 1–19, introducing archaeology and its methods; Read a couple of background descriptions of the site of Huqoq (Arabic, Yaquq) such as <http://en.wikipedia.org/wiki/Yaquq> and <http://huqoqexcavationproject.org/about-huqoq/> and then this site report of the Huqoq excavations [forthcoming]. CV, Matthew Grey.

Su06Dec **Hänukkāh begins at sunset**

Second Sunday of Advent: Love

M07Dec **Seminaries and Institutes; Religious Education *and* Religious Studies.**

Guest: Shon Hopkin

Readings: Samuel Tsarfati’s *Celestina*: original document, transcription and translation; other readings TBA. CV, Shon Hopkin.

W09Dec **Belief and Biblical Scholarship.**

Research paper due.

Reading: Rex E. Lee, “By Study and Also Faith,” 133–41, and Neal A. Maxwell, “Discipleship and Scholarship,” 198–203, in *Educating Zion*, edited by John W. Welch and Don E. Norton, *BYU Studies* (1996) (both on electronic reserve). Paul Y. Hoskisson, “The Need for Historicity: Why Banishing God from History Removes Historical Obligation,” 99–116, in Hoskisson, *Historicity and the Latter-day Saint Scripture* (electronic reserve and also <http://contentdm.lib.byu.edu/cdm/ref/collection/rsc/id/50532>)

Su13Dec **Third Sunday of Advent: Joy (*Gaudete Sunday*)**

F18Dec, 11:00 a.m.–2:00 p.m **FINAL EXAMINATION**

Su20Dec **Fourth Sunday of Advent: Peace**

W24Dec **Christmas Eve**

Appendix
UNIVERSITY AND COURSE STANDARDS

Honor Code

It is a violation of the Honor Code for a student to represent someone else's work as their own. Also, as a condition of attending BYU, you affirmed that you would help others obey the Honor Code. We view violations of the Honor Code with extreme seriousness. It is a department policy that those who cheat on examinations or plagiarize the work of another are given a failing grade for the course.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Classroom Disruption

Disruptive behavior including multiple tardies, cell phone interruption or use, and/or other disruptions (students who dominate class discussion with excessive comments/questions, talking during class discussion and lectures, reading newspapers, eating in class, etc.) will lower your grade.