

Fall 2022

Instructor title and name: Prof. Jonathan Manning	Instructor phone: 626-236-0008 (my personal cell)
Office location and hours: Salomon 103; by appointment	Instructor email: jmanning@pointloma.edu
Meeting times/days: 2:55p-3:50p MW	Meeting location: Rohr Hall 108
Final Exam: Wed, 12/14, 1:30p-4:00p	

PLNU MISSION: TO TEACH ~ TO SHAPE ~ TO SEND

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FOUNDATIONAL EXPLORATIONS MISSION

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

Within the context of the history of Israel, an overview of the literature of the Old Testament with special attention to its literary history and theological themes.

COURSE LEARNING OUTCOMES

1. Identify the historical contexts of the Old Testament.
2. Articulate the unity of the Old Testament and New Testament in its canonical context within the diverse literature of the Christian canon.
3. Articulate and appreciate the ways in which the Bible, understood as given by divine inspiration, functions as the church's central norm for Christian discipleship, faith, and practice.
4. Articulate the basic content of the books of the Old Testament and the methods appropriate to the interpretation of these books.

REQUIRED TEXTS

Coogan, Michael D., ed. *The New Oxford Annotated Bible: New Revised Standard Version with the Apocrypha*, 5th ed. New York: Oxford University Press, 2018. ISBN 978-0190276089.

Goldingay, John. *An Introduction to the Old Testament: Exploring Text, Approaches & Issues*. Downers Grove, IL: IVP Academic, 2015. ISBN 978-0830840908.

All other assigned class content will be available via Canvas.

ASSESSMENT AND GRADING

Assignment Distribution by Points and Percentage:

Class Attendance and Participation	50 points	(9%)
Reading Quizzes.....	100 points	(19%)
Reading Journals	60 points	(11%)
Article Responses.....	75 points	(14%)
Unit Exams	150 points	(28%)
Class Final (Critical Response Paper)	100 points	(19%)
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TOTAL POINTS.....	535 points	(100%)

Grading Scale:

89%-87% = B+	79%-77% = C+	69%-67% = D+		
100%-93% = A	86%-83% = B	76%-73% = C	66%-63% = D	59%-0% = F
92%-90% = A-	82%-80% = B-	72%-70% = C-	62%-60% = D-	

Assignment Details:

Class Attendance and Participation (worth 50 points total; 25 for attendance, 25 for participation):

Class Attendance (25 points): From the PLNU Attendance Policy: “Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement.” See Academic Policies at <https://catalog.pointloma.edu>.

Total Class Sessions	~28 (1 session = 3.5% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence # 1-2 : 7% of sessions missed. Does not count against attendance grade. Unexcused absence # 3-4 : 14% of sessions missed. Attendance grade reduced by 12.5 <u>per day</u> . More than 10% of sessions (=3) missed for any reason: student attendance reported to vice provost More than 20% of sessions (=6) missed for any reason: student may be de-enrolled without notice
Excused Absences	No grade reduction. <u>Requires documentation from PLNU official</u> (e.g., EAC, Provost’s office, etc.) and requires timely communication with professor either in advance of absence, or as soon as reasonably possible.
Perfect Attendance	Students with <u>zero tardies</u> and <u>zero unexcused absences</u> at the end of the semester will earn 1% of extra credit toward the final course grade (e.g., a grade of 89% would boost to a 90%).

Class Participation (25 points): Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class. In this class you might not have the opportunity to speak up daily, but you should still come prepared to contribute something to discussion on a daily basis and contribute periodically. Participation also encompasses engaging in assigned tasks, maintaining focus, and avoiding distraction of self and others.

Q: What will earn me the maximum participation grade?

A: Speaking up in class (productively), asking questions, remaining on-task during group discussion, not distracting others

Q: What will reduce my participation grade?

A: Remaining quiet during most class sessions, never asking questions, distracting others, inappropriate use of technology

Reading Quizzes (worth 100 points total): Answer questions about the weekly assigned Bible/Goldingay reading.

Rationale: When used properly, open-book online reading quizzes (1) provide encouragement and accountability for completing the assigned class reading, (2) highlight and reinforce important ideas within the reading, while giving immediate feedback on areas of weakness, (3) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (4) shift quiz-taking time outside of scheduled class sessions, and most importantly, (5) create a lower-stress “free to try and fail” environment conducive to learning.

Instructions: Reading quizzes will be scheduled weekly in conjunction with assigned Bible/Goldingay reading. They are open-book and may be retaken as many times as desired up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see some new questions). When a quiz is repeated, your highest score will always be remembered and recorded; a repeated quiz can never reduce your score. All quizzes are available on Canvas.

For Best Results:

- Read first, then quiz.
- Use quizzes first and foremost as a self-measurement tool.
- Quizzes are open book, but you’ll learn better by limiting use of books and relying more on your thinking/memory.
- With each question, take time to actively think about class content, and to make mental connections between topics.
- Learn from mistakes: incorrect responses show you where to revisit your reading and where to ask questions in class.
- Spaced repetition increases learning. Repeat a quiz at least two times across two separate days, regardless of score.

Reading Journals (worth 60 points total; 15 per journal, 4 total journals):

Instructions: In this class we have a wealth of different resources from which to learn. On a weekly basis, we will encounter some combination of Bible reading, Goldingay textbook reading, various scholarly articles, course module reading, and/or Bible Project videos. Four times during the semester when a Reading Journal assignment comes due, compose and submit a minimum 400-word journal in which you respond to some of the given week’s class materials. What did you find interesting, enlightening, problematic, troubling, helpful/unhelpful (etc.) and why? Ask relevant questions that the reading raises in your mind. You **should not** try to comment exhaustively on everything in the week’s readings (that would be impractical/impossible); instead, choose several specific aspects that struck you personally and respond to those.

Note: There will be seven “Reading Journal” due dates, and you may choose which four you complete for credit.

Article Responses (worth 75 points total; 25 per response, 3 total responses):

Instructions: Throughout the semester we will read a variety of scholarly pieces relevant to our weekly topics. Three times during the semester when an Article Response assignment comes due, compose and submit a minimum 620-word response to what you’ve read in the article. Strong responses will both briefly summarize key points from the reading and also critically reflect on and evaluate the author’s ideas and assertions. What aspects of the author’s argument most caught your attention? What was illuminating, or what was confusing? What questions did the reading raise in your own thinking, and what questions did the reading help you resolve? Make clear and specific points while demonstrating engagement with the article for best results.

Note: There will be six “Article Response” due dates, and you may choose which three you complete for credit.

Unit Exams (worth 150 points total; 75 per exam, 2 total exams):

Unit Exams will offer the chance to consolidate learning and make connections between class topics and ideas. Specific instructions and details will be given in class.

Class Final: Critical Response to Goldingay's *An Introduction to the Old Testament* (worth 100 points total):

Instructions: Compose and submit a 1550-1860 word (roughly 5-6 page) critical response to the entirety of Goldingay's text, focusing particularly on his conclusion (Part Five: Looking Back Over the Whole). This response should pursue the following goals:

1. Explain, in your own words and as concisely as possible, the overarching narrative arc / storyline of the Old Testament and describe how each of its major units (Torah, Nebi'im, Ketubim) fits into that story.
2. Describe the tendency of Old Testament scriptures/authors to demonstrate various differing perspectives and theologies—some of which directly conflict with each other.
3. Very particularly, discuss the various views of the Old Testament texts regarding Israel's/Judah's non-Israelite/Judahite neighbors by cross-dialoging between the Goldingay conclusion and also Wil Rombotis Brant's article—namely, Brant's discussion of how these groups are defined.
4. Finally, conclude by reflecting theologically on the implications of these tensions (i.e., unity and diversity of different authorial voices) within the biblical canon.

Throughout your paper, demonstrate mastery of the underlying concepts and arguments of our class and of Goldingay's text for best results. Finally, please note that **this is not a research paper**; while use of class materials and readings is encouraged, be aware that outside/internet sources are emphatically unwelcome in your work.

ACADEMIC ACCOMMODATIONS

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See PLNU's complete academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

COPYRIGHT POLICY

PLNU, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

INCLUSIVE LANGUAGE

PLNU approaches diversity from a biblical perspective, affirming that diversity is an expression of God’s image, love, and boundless creativity. Recognizing that people have often used the English language in ways that imply the exclusion/inferiority of minority or marginalized groups—defined for example by characteristics such as sex/gender/orientation, race/ethnicity, ability/disability, etc.—I strongly urge you to avoid sexist, racist, classist, and ableist language in your public discourse, in classroom discussions, and in your writings.

For further discussion and specific examples of inclusive language, please visit the following university websites:

- The Purdue University OWL: Stereotypes and Biased Language
 - https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html
- The California State University Chancellor’s Office: Diversity Style Guide
 - <https://www2.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/diversity-style-guide.aspx>

INCOMPLETES AND LATE ASSIGNMENTS

Assignments are to be submitted/turned in by the deadline given in the syllabus and/or Canvas. The instructor reserves the right to discount or refuse late work. Please contact your professor if you foresee a problem in completing work on time.

A course grade of “incomplete” will only be assigned in exceptional circumstances.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, if you have a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation (<https://www.pointloma.edu/offices/student-life-formation>)

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student’s responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization (<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>) to view which states allow online (distance education) outside of California.

USE OF TECHNOLOGY

Outside of class sessions: it is essential that students use technology—including the Canvas website and PLNU gmail accounts—to communicate with the instructor and classmates and to complete assigned work.

During class sessions: screen devices such as phones and laptops will occasionally be used in class at the direction of the instructor (e.g., for evaluative purposes). Outside of these specific instances, technology such as phones, laptops, tablets, airpods, and/or other screen or headphone devices, etc. should not be operated during class, due to their powerful capacity to distract both the user and those in proximity to the user. Unauthorized use of technology in class may result in loss of participation or (in excessive cases) attendance credit.

COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, assignments, and deadlines may be changed at the instructor's discretion. Unless otherwise stated, all assignments are due at the end of the designated day by midnight.

<p>WEEK 01</p> <p><i>Intro to Old Testament Studies</i></p>	<p>TUE, AUG 30 – SAT, SEP 3</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Class Syllabus • Week #1 Canvas Module <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Student Information Survey (Friday)
<p>WEEK 02</p>	<p>MON, SEP 5 – SAT, SEP 10</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 7-48 • Chalmers, "The Influence of Cognitive Biases..." • Week #2 Canvas Module <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #2 Online Reading Quiz (Tuesday) • Reading Journal Opportunity #1 (Tuesday) (reminder: of the 7 Journals, choose 4)
<p>WEEK 03</p> <p><i>The Torah</i></p>	<p>MON, SEP 12 – SAT, SEP 17</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 50-71 • Genesis 1-11 • Tribble, "Eve and Adam: Genesis 2-3 Reread" • Week #3 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Genesis 1-11 (https://youtu.be/GQI72THyO5I) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #3 Online Reading Quiz (Monday) • Tribble Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
<p>WEEK 04</p>	<p>MON, SEP 19 – SAT, SEP 24</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 72-83 • Genesis 12-50 • Week #4 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Genesis 12-50 (https://youtu.be/F4isSvynnFo) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #4 Online Reading Quiz (Monday) • Reading Journal Opportunity #2 (Tuesday) (reminder: of the 7 Journals, choose 4)
<p>WEEK 05</p>	<p>MON, SEP 26 – SAT, OCT 1</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 84-105 • Exodus (all) • Warrior, "Canaanites, Cowboys, and Indians" • Week #5 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Exodus (part 1: https://youtu.be/iH_aojNjM3E part 2: https://youtu.be/oNpTha80yyE) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #5 Online Reading Quiz (Monday) • Warrior Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
<p>WEEK 06</p>	<p>MON, OCT 3 – SAT, OCT 8</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 106-117 • Leviticus 16-27; Numbers 1-14 • Week #6 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Leviticus (https://youtu.be/II-FekWUZzE) ○ Numbers (https://youtu.be/tp5MlrMZFqo) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #6 Online Reading Quiz (Monday) • Reading Journal Opportunity #3 (Tuesday) (reminder: of the 7 Journals, choose 4)

<p>WEEK 07</p>	<p>MON, OCT 10 – SAT, OCT 15 **Unit Exam #1 will be given during class on Wednesday, Oct 12, 2022**</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 118-140 • Deuteronomy 1-6, 12-15, 28-34 • Week #7 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Deuteronomy (https://youtu.be/q5QEH9bH8AU) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #7 Online Reading Quiz (Monday) • Reading Journal Opportunity #4 (Tuesday) (reminder: of the 7 Journals, choose 4)
<p>WEEK 08</p> <p><i>The Nebi'im</i></p>	<p>MON, OCT 17 – SAT, OCT 22</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 142-173, 284-287 • Joshua 1-11, 21, 24; Judges 1-10, 19-21; Ruth (all) • Stone, "Gender and Homosexuality in Judges 19" • Week #8 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Joshua (https://youtu.be/lqOqllFF_eU) ○ Judges (https://youtu.be/kOYy8iCfIJ4) ○ Ruth (https://youtu.be/0h1eoBeR4Jk) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #8 Online Reading Quiz (Monday) • Stone Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
<p>WEEK 09</p>	<p>MON, OCT 24 – SAT, OCT 29</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 174-197 • 1 Sam 8-12, 15-16; 2 Sam 7; 1 Kings 1-12, 16-19; 2 Kings 15-25 • Week #9 Canvas Module (note: read before Freedman!) • Freedman, "Yahweh of Samaria and His Asherah" • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ 1-2 Samuel (part 1: https://youtu.be/QJOju5Dw0V0 part 2: https://youtu.be/YvoWDXNDJgs) ○ 1-2 Kings (https://youtu.be/bVFW3wbi9pk) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #9 Online Reading Quiz (Monday) • Freedman Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
<p>WEEK 10</p>	<p>MON, OCT 31 – SAT, NOV 5</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 198-227 • Isaiah 1-6; Amos (all); Hosea 1-2; Jonah (all) • Wolff, "Prophets and Institutions in the Old Testament" • Week #10 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Isaiah 1-39 (https://youtu.be/d0A6Uchb1F8) ○ Amos (https://youtu.be/mGgWaPGpGz4) ○ Jonah (https://youtu.be/dLlabZc004c) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #10 Online Reading Quiz (Monday) • Wolff Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
<p>WEEK 11</p>	<p>MON, NOV 7 – SAT, NOV 12</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 228-268 • Isaiah 40-43, 61-62; Jeremiah 29-33; Ezekiel 1-11 • Week #11 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Isaiah 40-66 (https://youtu.be/TzdEPuqgOg) ○ Jeremiah (https://youtu.be/RSK36cHbrk0) ○ Ezekiel 1-33 (https://youtu.be/R-CIPu1nko8) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #11 Online Reading Quiz (Monday) • Reading Journal Opportunity #5 (Tuesday) (reminder: of the 7 Journals, choose 4)

<p>WEEK 12 <i>The Ketubim</i></p>	<p>MON, NOV 14 – SAT, NOV 19</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 269-283 • 1 Chron 1; 2 Chron 36; Ezra 1-6; Nehemiah 8-13 • Brant, “Let Us Build With You” • Week #12 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ 1-2 Chronicles (https://youtu.be/HR7xaHv3Ias) ○ Ezra-Nehemiah (https://youtu.be/MkETkRv9tG8) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #12 Online Reading Quiz (Monday) • Reading Journal Opportunity #6 (Tuesday) (reminder: of the 7 Journals, choose 4)
<p>WEEK 13</p>	<p>MON, NOV 21 – SAT, NOV 26</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 288-337 • Psalm 1-41, 72, 89, 106, 150 Proverbs 1-9, 20-24, 31; Job 1-3, 38-42 • Moses, “The Satan’ in Light of the Creation Theology of Job” • Week #13 Canvas Module • Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Psalms (https://youtu.be/j9phNEaPrv8) ○ Proverbs (https://youtu.be/AzmYV8GNAlM) ○ Job (https://youtu.be/xOwnH8th fs) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #13 Online Reading Quiz (Monday) • Moses Article Response (Tuesday) (reminder: of the 6 Responses, choose 3)
<p>WEEK 14</p>	<p>MON, NOV 28 – SAT, DEC 3 **Unit Exam #2 will be given during class on Wednesday, Nov 30, 2022**</p> <p><u>Reading Due:</u> n/a</p> <p><u>Assignments Due:</u> n/a</p>
<p>WEEK 15</p>	<p>MON, DEC 5 – SAT, DEC 10</p> <p><u>Reading Due:</u></p> <ul style="list-style-type: none"> • Goldingay 338-367 • Ecclesiastes 1-6, 12; Daniel 1-6 • Moskowitz, “The Book of Daniel” • Week #15 Canvas Module • Watch: Bible Project Video Shorts: <ul style="list-style-type: none"> ○ Ecclesiastes (https://youtu.be/lrsQ1tc-2wk) ○ Daniel (https://youtu.be/9cSC9uobtPM) <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Week #15 Online Reading Quiz (Monday) • Reading Journal Opportunity #7 (Tuesday) (reminder: of the 7 Journals, choose 4)
<p>WEEK 16 <i>Finals Week</i></p>	<p>MON, DEC 12 – FRI, DEC 16</p> <p><u>Reading Due:</u> n/a</p> <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Critical Response Paper (Thursday)