



School of Theology and Christian Ministry

BIB 1001 Old Testament History and Religion

2 Units

Spring 2024

Meeting days: Monday/Wednesday

Section 2: 1:00-1:55pm

Section 7: 2:30-3:25pm

Meeting location Liberty Station Room 201

Final Exams:

Section 2 Monday April 29th 1:30-4pm

Section 7 Friday May 3rd 1:30-4pm

Instructor title and name:	Amy Cuthbert MATC Adjunct Professor of Old Testament
Phone:	TEXT: 206-992-6038 (include name and course section)
Email:	acuthber@pointloma.edu
Office location and hours:	Mon/Weds before Class at Liberty Stations or Thursday at PLNU Main Campus in the Wesleyan Center (By Appointment only)

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 strive 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

This course is designed to open a conversation (that will hopefully last a lifetime) about the Old Testament (also known as the Hebrew Bible). The class provides an introduction to:

(1) the literature/content of the Old Testament in its social, historical, literary, and theological contexts; and

(2) the critical study of the Old Testament. Along these lines, this course is designed as a *journey*, which serves to introduce the student to the basic content of the divine-human drama

that unfolds within the pages of the Bible and to equip the student with the foundational tools and skills to continue the dialogue with that drama throughout his or her life.

Cognitive development will be encouraged through textbook readings, classroom discussions/lectures, and periodic examinations. Social development will be encouraged through small group discussions and exercises as well as through the relating of biblical concepts to contemporary social issues. Spiritual development will be encouraged through a dialogue with the dynamic faith of the Christian Scripture, a faith that grew out of the community of believers and continues to challenge and shape that community in contemporary settings.

Program and Course Learning Outcomes

The student who successfully completes this course will be able to:

- 1) Identify the historical contexts of the Old Testament.
- 2) Articulate the unity of the Old 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; and,
- 4) Articulate the basic content of the books of the Old Testament and the methods appropriate to the interpretation of those books.

Foundational Explorations Learning Outcomes

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.

<https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>

Required Texts and Recommended Study Resources

1. *NIV, Cultural Backgrounds Study Bible*. 2016. Zondervan.
2. Goldingay, John. *An Introduction to the Old Testament*. InterVarsity Press, Downers Grove, IL 2015.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on

their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes.

Assessment and Grading

Grades will be based on the following:

Class Participation and Attendance: In this abbreviated journey through the story of the OT, class attendance is a necessity for optimum academic achievement. *If the student is absent from more than 10 percent of class meetings (more than THREE [3] classes), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (more than SIX [6] classes), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.* See [Academic Policies](#) in the Undergraduate Academic Catalog. In addition, each student is expected to participate actively in class by contributing to the discussions based on their reading of the assigned material.

Attendance will be self-reported on a roll sheet.

**NOTE: Giving false information on the daily roll sheet (i.e. signing someone else in or having someone else sign you in) is an act of cheating that is equal to cheating on an exam. It will subject you to the academic dishonesty penalties of the university, including failure of this course and possible expulsion from the university.*

- **Readings, Assignments, and Quizzes:** The OT is the primary text for this course. All readings and assignments are required. *Please bring your NIV Study Bible to class.* It is important to keep up with the readings on a session-by-session basis or the information will quickly become overwhelming. Quizzes and Exams: There will be *three* that cover various reading assignments and associated class lectures. The dates of the quizzes and exams are listed on the course schedule and study guides will be provided.
- **Midterm Paper: Old Testament Prophetic Voices within the Modern Context:** This *four-page double spaced (not including the Bibliography)* paper will reflect lecture information in class over the minor prophets in the Old Testament. Choose one minor prophet (Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi) and compare the historical context of their message during their historical era with issues today. Would their message be relevant in today's world? Use the Bible, your textbook, and outside Bible commentaries and dictionaries to support your perspective. Make sure to include quotations and a bibliography done with Chicago citation (you should have at least three including your Bible and textbook).

- **Old Testament and the Arts:** This is your opportunity to engage with the Old Testament in a creative way. Choose **one** passage, theme, or book from the Old Testament and express what you have learned using art, technology, or any other creative form and present your work in front of the class. Each presentation should be 2-5 minutes. All projects should address these three questions. 1) What type of literature/historical era does your project represent from the Old Testament and what main biblical themes are expressed through this presentation? 2) Why did you choose this passage from the OT and what does this mean to you? 3) What did you learn about the Old Testament in preparing and presenting this project?

Example Ideas:

1. *Create a scale model of the Old Testament Tabernacle or 1st or 2nd Temple.* This can be created digitally or as a physical model.
2. *Compose a song* from the book of Psalms or create your own Psalm that reflects your relationship (or struggles) with life and God. Perform this song in front of the class using instruments and/or singing.
3. *Preach a prophetic sermon:* using the format of the Old Testament prophets compose a sermon that speaks to the relevant social issues in the world today. Preach this before the class making sure everyone in your group participates. Use prophetic imagery including props and/or symbolism.
4. *Paint or draw a picture* of a scene from the Old Testament on canvas, pottery, or digital artwork. Make sure to include in your drawings important elements from the lessons learned from this OT event/story.
5. *Dance or acting:* Perform through dance or drama a scene from the Old Testament. Include the important lessons from this story, costumes, music and/or dialog that brings the scene to life.
6. *Create a journal:* Create a journal of one of the OT characters including their thoughts, drawings, poems, collected items etc.

Final Exam: As a culmination of the semester there will be a final comprehensive exam. It will cover all the material from our in-class quizzes and PowerPoint lecture material (in canvas). The final exam will take place *in the classroom* on the scheduled day and time for the class's final exam according to the university's schedule.

The student's grade will be based on a combination of class participation, reading, assignments, and exams as follows:

Assignment	Percentage
Quizzes	30%
Reading Assignments	10%
Attendance	10%
Midterm Paper: Prophets Today	15%

Presentation: OT and the Arts	20%
Final Exam	15%

Standard Grade Scale Based on Percentages

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

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and 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](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, 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.

PLNU Academic Honesty Policy

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 [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

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.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

ASSIGNMENTS AT-A-GLANCE – Dates/Assignments May Change – These will be reflected in Canvas

Date	Topic	Reading Assignments Due
1-8	Review Syllabus <i>Intro to the Old Testament: What the OT is NOT</i>	None
1-10	<i>Intro to the Old Testament: Languages and Translations</i>	Assignment 1
1-17	<i>Introduction to the Old Testament: Genres and Main Themes</i>	Assignment 2
1-22	<i>The Torah: Genesis: 1-11</i>	Assignment 3
1-24	<i>Genesis: 12-50</i>	Assignment 4
1-29	<i>Exodus</i>	Assignment 5
1-31	<i>Leviticus and Numbers</i>	Assignment 6
2-5	<i>Deuteronomy</i>	Assignment 7
2-7	<i>The Prophets: Joshua and Judges</i>	Reading Quiz 1& 2 Assignment 8
2-12	1 and 2 Samuel	Assignment 9
2-14	1 and 2 Kings	Assignment 10
2-21	Isaiah 1-39, Micah, Joel and Hosea	Assignment 11
2-26	Amos, Obadiah, and Jonah	Assignment 12

2-28	Jeremiah, Nahum, Habakkuk, and Zephaniah	Assignment 13
3-4 and 3-6	<i>Spring Break</i>	Mid-Term Paper Due
3-11	Ezekiel, and Isaiah 40-66	Assignment 14
3-13	Haggai, Zechariah, and Malachi	Assignment 15
3-18	The Writings: Ezra, and Nehemiah	Reading Quiz 3 Assignment 16
3-20	1 and 2 Chronicles	Assignment 17
3-25	Esther, and Ruth	Assignment 18
3-27	Psalms, Lamentations	Assignment 19
4-3	Proverbs, Song of Songs	Assignment 20
4-8	Job, and Ecclesiastes	Assignment 21
4-10	Daniel	Assignment 22
4-15	<i>Jesus and the Old Testament</i>	Reading Quiz 4 Assignment 23 Prepare for Projects
4-17	Presentations	Projects Due

4-22	Presentations	Projects Due
4-24	Presentations/ Final Review	Projects Due
4-29	<i>Final Exam SECTION 2</i>	Monday April 29th 1:30-4pm
5-3	<i>Final Exam SECTION 7</i>	Friday May 3rd 1:30-4pm