

**POINT**<sup>19</sup>  **LOMA**<sup>02</sup>  
**NAZARENE UNIVERSITY**

School of Theology and Christian Ministry

**BIB1001 Old Testament History and Religion**

2 units

*Fall 2025*

**Wednesday, Friday | 8:30-9:25a**

**Rohr 108**

**Final Exam: Monday 7:30a-10a**

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<b>Office location and hours:</b>	By Appointment

**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.

**General Education 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.

### **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.

### **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

1. *The New Interpreter's Study Bible*. Abingdon Press. 2003. ISBN# 978-0687278329
2. *Struggling with Scripture*. Walter Brueggemann, William Placher, and Brian Blount. Westminster John Knox Press. 2002. ISBN# 978-0664224851
3. *Prophetic Lament*. Soong-Chan Rah. IVP Press. 2015. ISBN# 978-0830336949

## Assessment and Grading

Grades will be based on the following:

<u>Assignments by Points:</u>	<u>Grade Scale:</u>	
<ul style="list-style-type: none"><li>• Participation and Attendance: 75 pts</li><li>• Syllabus Contract Quiz: 25 pts</li><li>• Experience w/the Bible Essay: 100 pts</li><li>• Readings Response (100pts): 200 pts</li><li>• Exams (100pts): 200pts</li><li>• Final Exam Paper: 100pts</li></ul>	A=93-100	C=73-76
	A-=92-90	C-=70-72
	B+=87-89	D+=67-69
	B=83-86	D=63-66
	B-=80-82	D-=60-62
	C+=77-79	F=0-59
Total: 700 pts		

## 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 [Traditional Undergraduate Records: Final Exam 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 BIB1001, 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 Bible and Theology 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 BIB1001, we will cover a variety of topics, some of which you may find triggering. These topics include war, domestic abuse, and sexual violence. 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 you 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 Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

## **Artificial Intelligence (AI) Policy**

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

## **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.

### **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 withdrawal date or, after that date, receive an “F” grade.

### **Use of Technology**

The use of laptops is not permitted during class lectures. Notes can and should be taken with pen on tablet or paper.

### **The Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

### **COURSE ASSIGNMENTS AND SCHEDULE**

**Readings:** The OT is the primary text for this course. All readings are required. Please bring your 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. A significant part of the student’s grade comes

from tests over the assigned reading material (see below).

**Exams:** There will be two exams (dates of the exams are listed in the Tentative Schedule). These exams will cover lectures and assigned reading and will consist of multiple choices, matching, and other questions. Neither of these exams will be comprehensive and the material included in the exam will be outlined by the professor before the exam.

**Experience with the Bible Essay(100pts):** In 1000 words, explain your personal experience with the Bible. What is your faith background? How often, if at all, do you read the Bible? If you do not regularly read the Bible, what have you been told about the Bible, specifically about the Old Testament? What questions do you have of the Old Testament?

**Struggling with Scripture Reading Response Paper (100 pts):** In this 1500-word response paper, respond to these questions: 1. What is at least one insight from each Brueggemann, Placher, and Blount you found to be of interest or thought-provoking? 2. How might the arguments and insights of *Struggling with Scripture* be applied to the reading of scripture? 3. How might you, in your experience, read the Old Testament/Hebrew Bible differently because of what you have read?

**Prophetic Lament Reading Response Paper (100 pts):** In this 1500-word paper, respond to the following questions: 1. What is the central thesis of this book? 2. According to Rah, what is the Old Testament prophetic vision of justice? 3. What changes would you incorporate into your life through the insights of this book?

**Final Essay (Signature Assignment)(100pts):** The final exam for this course will be in the form of an essay turned in by the last day of the semester. The Final Essay is a cumulative assignment that brings together essential interpretative skills and OT/HB passages. The Final Essay prompt and its details will be delivered by the instructor before Thanksgiving Break and will be posted to Canvas.

DATE PRESENTED	READING	ASSIGNMENT DUE DATE
Sept. 3-5	<i>Reading: NISB – pg. 2255-2260 (“Inspiration of Scripture”), pg. 2274-2279 (“Culture and Religion among the Ancient Israelites”)</i> <i>2. Struggling With Scripture (SWS) – Introduction and Ch.2- 3</i>	<b>9.6: Experience with the Bible Essay Due</b>
Sept. 10-12		

	<p><u>Reading:</u></p> <ol style="list-style-type: none"> <li>1. NISB Intro to Genesis</li> <li>2. Genesis 1-11</li> <li>3. SWS – Ch. 1</li> </ol>	
Sept. 17-19	<p><u>Reading:</u> 1. Genesis 12-18, 21-22, 24-25, 27-33, 37-42, 46, 50 (Trigger Warning)</p>	<b>9.20: Struggling with Scripture Response Paper Due</b>
Sept. 24-26	<p><u>Reading:</u> 1. NISB Intro to Exodus</p> <ol style="list-style-type: none"> <li>2. Exodus 1-23, 25, 31:12-18, and 32</li> </ol>	
Oct. 1-3	<p><u>Reading:</u> 1. NISB Intro to Leviticus</p> <ol style="list-style-type: none"> <li>2. Leviticus 1, 4, 6, 16-20, 26</li> </ol>	
Oct. 8-10	<p><u>Reading:</u> 1. NISB Intro to Deuteronomy</p> <ol style="list-style-type: none"> <li>2. Deuteronomy 1-6, 12-15, 28-30</li> </ol>	
Oct. 15-17	<p><u>Reading:</u> 1. NISB Intro to Joshua (Trigger Warning)</p> <ol style="list-style-type: none"> <li>2. Joshua 1-10, 23-24</li> <li>3.. NISB Intro to Judges</li> <li>4. Judges 1-5, 9-10, 21</li> </ol>	
Oct. 22		<b>10/22: Mid-Term Exam</b>
Oct. 29-31	<p><u>Reading:</u> 1. NISB Intro to 1 Samuel</p> <ol style="list-style-type: none"> <li>2. 1 Samuel 8-10, 15-18,</li> </ol>	
Nov. 5-7	<p><u>Reading:</u> 1. NISB Intro to 2 Samuel</p> <ol style="list-style-type: none"> <li>2. 2 Samuel 5-7, 11-12, 24 (Trigger Warning)</li> <li>3. NISB Intro to 1 Kings</li> <li>4. 1 Kings 3, 11-16</li> </ol>	
Nov. 12-14	<p><u>Reading:</u> 1. NISB Intro to Psalm</p> <ol style="list-style-type: none"> <li>2. Psalms 1-3, 13, 22-23, 31-32, 88</li> <li>3. Prophetic Lament (PL): pg. 18- 69</li> </ol>	
Nov. 19-21	<p><u>Reading:</u> 1. NISB Intro to Amos, Hosea, Micah</p>	



	<p>2. Amos</p> <p>3. Hosea (Trigger Warning)</p> <p>4. Micah</p> <p>5. 5. PL pg. 70-135.</p>	
Dec. 3-5	<p><u>Reading:</u> 1. NISB Intro Isaiah</p> <p>2. Isaiah 1-7, 11, 35-37, 40-43, 56-59</p> <p>3. PL pg. 136-172</p>	<b>12/6: Prophetic Lament Reading Response Due</b>
Dec. 10-12	<p><u>Reading:</u> 1. NISB Intro to Proverbs, Lamentations, &amp; Ecclesiastes</p> <p>2. Ecclesiastes</p> <p>3. Lamentations 1-3</p> <p>4. Proverbs 1-15</p>	
Dec. 14	<u>Rohr 108   7:30a-10am</u>	<b>Final Exam</b>
Dec. 19		<b>Final Essay</b>