



School of Theology and Christian Ministry

BIB 1002-5 New Testament History and Religion

3 Units

Spring 2026

Meeting days: Monday/Wednesday/Friday

Section 5: 11-11:55am

Taylor 314

Final Exam:

Wednesday 5/6

10:30am-1pm

Instructor title and name:	Amy Cuthbert Dmin Adjunct Professor of Bible and Theology
Phone:	TEXT: 206-992-6038 (include name and course section)
Email:	acuthber@pointloma.edu
Office location and hours:	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

Catalog Description: "Within the context of Christian origins, an overview of the canonical literature of the New Testament with special attention to its literary history and theological themes." Our particular BIB 1002 course attends to the historical contexts of authors and audience of the New Testament books, while highlighting the narrative details and theology of the individual books and genres. The long-term goal of the course is to provide interpretive resources for a lifetime of faithful Bible reading in service of Christ's church.

Program and Course Learning Outcomes

Upon completion of the course, you will be able to ...

1. Identify the historical context of the New Testament;
2. Articulate the unity of the 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; and
4. Articulate the basic content of the books of the New Testament and the methods appropriate to the interpretation of those books.

Foundational Exploration Learning Outcomes (FELO)

This course fulfills FELO 3: Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

General Education Learning Outcomes

Two signature assignments will be given to assess the students understanding of basic GE requirements. One will be a written assignment where the students respond to a prompt and demonstrate their ability to interact with the biblical text in a way that reflects the information related to this course. This includes correct citation involving biblical passages. The second signature assignment will be an oral presentation that assesses their ability to understand the information presented in this course in a clear and constructive manner.

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. Wright, N. T., and Michael F. Bird. *The New Testament in Its World*. Zondervan Academic, 2019.

Students are responsible for having the required course timebooks prior to the first day of class. All supplemental materials posted on this course site (including articles, books excerpts, or other documents) are provided for your academic use. This material may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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 3-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 NT, 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 NT 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: Paul and Cultural Issues:** This *four-page double spaced (not including the Bibliography)* paper should reflect research done of various letters written by Paul. Choose one of Paul's smaller letters (Galatians, Ephesians, Philippians, or Colossians) and do research on where these churches were located and what cultural issues they were dealing with when it came to their faith. Focus on how Paul addresses these issues and the way that he "problem solves" the various cultural situations. The last page of your paper should cover your own opinion on the way you think Paul would deal with a modern-day problem in the Christian church today. Make sure to cite both the sources you use (you should have at least five including your study Bible and textbook) as well as the scriptures that you are addressing. Half your points for this assignment will be connected to the way you cite the New Testament and your sources.
- **The Gospel Rediscovered Presentation:** This is your opportunity to connect what you have learned about the New Testament with the world you are living in. For this project you will need to interview someone in your life who claims to be a Christian and takes their faith seriously. The person could be yourself, a close friend or family member, or a stranger that you just met. Ask them the following questions and then make a PowerPoint presentation that presents the information you have accumulated that will

cover about five minutes. You should include pictures and scriptures that will help enhance your presentation.

Gospel Project Questions: 1) How did you become a Christian including exposure to Christianity in your culture or upbringing? 2) What role did the New Testament play in leading you into your Christianity? Do you have a favorite verse or passage that spoke into your life. 3) How do you understand how God sees you and how you have received salvation from God and why? Again, what verses in the New Testament helps you understand this perspective? 4) *This question is to be answered by the presenter only:* how does this person’s understanding of salvation fit into the way the New Testament explains it? Does it fit well, or does it seem different from the gospels and the apostles understanding of what Christianity is?

Uploaded to Canvas: Your PowerPoint presentation that will encompass five minutes of presenting in class. Include pictures and verses to tell the Christian’s story. Make sure to cite your scriptures correctly to support the story you are telling.

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: Paul and Cultural Issues	15%
Presentation: Gospel Rediscovered	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 Old Testament History and Religion in 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 Old Testament History and Religion, we will cover a variety of topics, some of which you may find triggering. 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 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 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, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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 or 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special 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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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.

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.

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.

Synchronous Courses: At least one class meeting takes place at a designated time.

Asynchronous Courses: All class meetings are asynchronous.

2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

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: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>

Email: writingcenter@pointloma.edu

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

Week Number	Date	Topic	Assignments Due
Week 1	1-12	Review Syllabus UNIT 1: <i>Intro to the NT: Historical Overview</i>	None
	1-14	<i>Intro to the NT: History of the Jewish and the Greco-Roman World</i>	Assignment 1
	1-16	<i>Intro to the Gospels</i>	Assignment 2
Week 2	1-19	No School MLK Day	
	1-21	UNIT 2: <i>The Gospel According to Mark Part 1</i>	Assignment 3
	1-23	<i>Mark Part 2</i>	Assignment 4
Week 3	1-26	<i>The Gospel According to Matthew Part 1</i>	Assignment 5
	1-28	<i>Matthew Part 2</i>	
	1-30	<i>The Gospel According to Luke Part 1</i>	
Week 4	2-2	<i>Luke Part 2</i>	Assignment 6
	2-4	<i>The Gospel According to John Part 1</i>	Assignment 7
	2-6	<i>John Part 2</i>	Assignment 8
Week 5	2-9	<i>Acts of the Apostles Part 1</i> <i>Honorlock Practice</i>	Assignment 9

	2-11	<i>Library Lecture</i> <i>Acts Part 2</i>	Assignment 10
	2-13	Unit 3: Introduction to Pauline Literature	Quiz Unit 1&2 Assignment 11
Week 6	2-16	<i>Seminar on Citation of Scripture:</i> Galatians	Assignment 12
	2-18	1 and 2 Thessalonians	Assignment 13
	2-20	1 Corinthians	Assignment 14
Week 7	2-23	2 Corinthians	Assignment 15
	2-25	Romans Part 1	Assignment 16
	2-27	Romans Part 2	Assignment 17
Week 8	3-2	Ephesians	Assignment 18
	3-4	Colossians	Assignment 19
	3-6	Philemon and Titus	Assignment 20
Week 9	3-9, 3-10, 3-13	No Class: Spring Break	Write Mid-term Paper
Week 10	3-16	Philippians	Assignment 21 Mid-Term Paper Due
	3-18	1 and 2 Timothy	Assignment 22
	3-20	Unit 4: Intro to the Catholic Epistles: Hebrews Part 1	Quiz Unit 3 Assignment 23
Week 11	3-23	Orton Wiley Lectures in Theology Guest Lecturer: Dr. Catherine Keller Lecture 1: "Creation: Cosmos, Connection, Creativity * Monday March 23, 2026 11:00-11:50am, Crill	Extra Credit on Quiz 3 (Up to 4 points)

		<p><u>Performance Hall</u></p> <p>Lecture 2: “Ecology: What’s Coming?” *<u>Monday March 23, 2026 1:30-2:20pm,</u> <u>Crill Performance Hall</u></p> <p>Lecture 3: “Gender: Tangles of Sex, Bodies, Politics” *<u>Tuesday March 24, 2026 9:30-10:20am, Crill Performance Hall</u></p> <p>Lecture 4: “Hope: Embracing Planetude” *<u>Wednesday March 25, 2026 8:30-9:20am, Crill Performance Hall</u></p>	
	3-25	<i>Hebrews Part 2</i>	Assignment 24
	3-27	<i>James</i>	Assignment 25
Week 12	3-30	<i>Jude</i>	Assignment 26
	4-1	<i>1 and 2 Peter</i>	Assignment 27
	4-3	<i>No School Easter Recess</i>	
Week 13	4-6	<i>No School Easter Recess</i>	
	4-8	<i>1, 2, 3rd John</i>	Assignment 28
	4-9	<i>Intro to Apocalyptic Literature: Revelation Part 1</i>	Assignment 29
Week 14	4-13	<i>Revelation Part 2</i>	Assignment 30
	4-15	<i>Revelation Part 3</i>	Quiz Unit 4 Assignment 31
	4-17	<i>Unit 5: New Testament Textual Criticism</i>	Assignment 32 Prepare for Gospel Presentations
Week 15	4-20	<i>New Testament Canonization</i>	Assignment 33 Prepare for Gospel Presentations
	4-22	Presentations	Presentations Due
	4-24	Presentations/	Presentations Due
Week 16	4-27	Presentations	Presentations Due

	4-29	Presentation	Presentations Due
	5-1	Review for Final	Extra Credit Due at time of final exam
FINALS Week	4/11-4/15	<i>Final Exam</i>	Wednesday 5/6 10:30am-1pm