



Spring 2018

<b>Instructor title and name:</b> Prof. Jonathan Manning	<b>Instructor phone:</b> 626-236-0008 (my personal cell)
<b>Office location and hours:</b> Taylor 110; by appointment	<b>Instructor email:</b> jmanning@pointloma.edu
<b>Meeting times/days:</b> (sec 7: 2:55p-3:50p MW)	(sec 8: 12:15p-1:10p MW)
<b>Meeting location:</b> (sec 7: Rohr Hall 109)	(sec 8: Rohr Hall 109)
<b>Final Exam:</b> (sec 7: Fri, 5/4, 1:30p-4:00p)	(sec 8: Mon, 4/30, 10:30p-1:00p)

**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 becomes 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.

**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.

This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Responding to the Sacred." By including this course in a common educational experience for undergraduates, the faculty supports the study of Scripture and Christian heritage as foundational in the pursuit of knowledge and the development of personal values.

**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**

A standard translation of the Bible (e.g., ESV, NRSV, NASB, NIV, etc.) in book form. Please avoid using Bible paraphrases (e.g., The Message) or archaic English translations (e.g., KJV-King James Version). Regarding bible phone/tablet apps, see the course technology policy below.

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

Hauerwas, Stanley M. and William H. Willimon. *The Truth About God: The Ten Commandments in Christian Life*. Nashville: Abingdon Press, 1999. ISBN 978-0687082025.

All other assigned reading will be available via handout or online.

## ASSESSMENT AND GRADING

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### Assignment Distribution by Points and Percentage:

Class Attendance and Participation .....	50 points	(10%)
Reading Quizzes.....	100 points	(20%)
Reading Responses.....	75 points	(15%)
Critical Response to Hauerwas & Willimon, <i>The Truth About God</i> .....	75 points	(15%)
Midterm Exam.....	100 points	(20%)
Final Exam.....	100 points	(20%)
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TOTAL POINTS.....	500 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
92%-90%	= A-	82%-80%	= B-	72%-70%	= C-	62%-60%	= D-
						59%-0%	= F

### Assignment Details:

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

**Attendance (25 points):** From the PLNU Attendance Policy: “Regular and punctual attendance at all classes is considered essential to optimum academic achievement.” (See complete university-wide class attendance policy under “Academic and General Policies” in the PLNU catalog: <https://catalog.pointloma.edu/>)

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 20% of sessions (=6) missed for any reason: Student may be de-enrolled from the course.
Excused Absences	No grade reduction. <b>Requires a note or other documentation from a health professional or professor/coach</b> (for sickness or official PLNU scheduled event). Notes from the PLNU Wellness Center are accepted, and if you are sick enough to miss class, you are strongly encouraged to go there.
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.

**Participation (25 points):** Class participation means simply participating verbally in question/answer and discussion during the class period, engaging in assigned tasks, maintaining focus, and avoiding distraction. Participation encompasses being prepared to discuss assigned reading, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class. In a 30- to 40-person class you might not have the opportunity to speak up on a daily basis, but you should still come prepared to contribute something to discussion on a daily basis.

Q: What will earn me the maximum participation grade?

A: Speaking up in class (productively), asking questions, not being distracting to others, staying off screen devices

Q: What will reduce my participation grade?

A: Remaining quiet during most class sessions, never asking questions, distracting others, using screen devices

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

Rationale: Open-book online reading quizzes accomplish several important goals: (1) quizzes provide encouragement and accountability for completing the assigned class reading, (2) quiz questions highlight and reinforce important ideas within the reading, (3) the online format of these quizzes shifts quiz-taking time outside of scheduled class sessions, and most importantly, (4) the open-book and repeatable format of the quizzes creates a low-stress “free to try and fail” environment conducive to learning.

Instructions: Reading quizzes will be scheduled for virtually every class session with assigned Bible/Goldingay reading, and are due by the beginning of a given class session. 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 different questions). If a quiz is repeated, your highest score will be recorded. Find all Reading Quizzes in the “Quizzes” section of our class Canvas site.

For Best Results: Do the reading first, and read carefully and thoughtfully—it will be easier to know/remember where specific information is located if you’ve already read it. When you take the quiz, have your text(s) alongside for reference. Repeat a quiz until you are confident in your mastery of the material. It’s obviously possible to complete a quiz successfully without actually doing all the reading, but that defeats the larger purpose, and will not benefit you in the long term.

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

During the semester we will read the following scholarly articles:

Freedman, David Noel. “Yahweh of Samaria and his Asherah.” *The Biblical Archaeologist* 50 no 4 (1987): 241-249.

Moses, Robert. “‘The Satan’ in Light of the Creation Theology of Job.” *Horizons in Biblical Theology* 34 no 1 (2012): 19-34.

Stone, Ken. “Gender and Homosexuality in Judges 19: Subject-Honor, Object-Shame?” *Journal for the Study of the Old Testament* 20 no 67 (1995): 87-107.

Trible, Phyllis. “Eve and Adam: Genesis 2-3 Reread.” *Andover Newton Quarterly* 13 no 4 (1973): 251-258.

Warrior, Robert Allen. “Canaanites, Cowboys, and Indians.” *Union Seminary Quarterly Review* 59 no 1-2 (2005): 1-8.

Instructions: Three times during the semester when an assigned article comes due, compose and submit a 620-word (i.e., roughly 2-page) reflection/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 did you find to be helpful or illuminating? What did you find to be troubling or confusing? What questions did the reading raise in your own thinking? Make clear and specific points while demonstrating engagement with the reading for best results.

Critical Response to *The Truth About God*: (worth 75 points total):

Instructions: Compose and submit a 1240-1550 word (roughly 4-5 page) critical response to the entirety of the Hauerwas/Willimon text. This response should pursue the following goals:

1. Explain how *The Truth About God* contributes to your understanding of the role of the Decalogue and the Torah in shaping the people of Israel into a countercultural people of God.
2. Explain how *The Truth About God* contributes to your understanding of how faithful Christian praxis today might be shaped by the commandments to likewise produce such a people.

Demonstrate throughout your paper a thorough mastery of the text’s underlying concepts and arguments for best results.

Midterm & Final Exams (worth 200 points total; 100 for the midterm and 100 for the final):

The course exams will be **closed-book** and comprehensive. There will be a review before each exam.

Extra Credit:

In addition to the perfect attendance bonus (see above), you may earn extra points in the following ways:

1. Complete and return your Student Information Sheet (see the back of the syllabus) when due for 2 points.
2. Theological/Biblical Studies events go on frequently at PLNU and in our larger community. Attend an author lecture, reading, or forum and write a 1-2 page critical analysis and reflection over what was said and how it might apply to our course material. This will earn you up to +1% of the total class grade (you can do this up to 3 times for credit). If you are unsure whether a particular event might count for credit, ask the professor.

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## **INCLUSIVE LANGUAGE**

Point Loma Nazarene University 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 or inferiority of women and other marginalized groups, I strongly urge you to avoid sexist and racist language in your public discourse, in classroom discussions, and in your writings.

For further help on this topic, please visit the following websites:

[http://www.whwomenclergy.org/booklets/inclusive\\_language.php#two](http://www.whwomenclergy.org/booklets/inclusive_language.php#two)

<https://owl.english.purdue.edu/owl/resource/608/05/>

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## **INCOMPLETES AND LATE ASSIGNMENTS**

Assignments are to be submitted/turned in by the beginning of the class session when they are due. The instructor reserves the right to refuse late work, and in fact, the course materials on Canvas are impossible to submit past the deadline without special permission. You are therefore strongly encouraged to contact your professor if you foresee a problem in completing work on time.

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## **USE OF TECHNOLOGY**

Students are encouraged to use technology, especially the Canvas site, for learning and communication *outside* of class. In fact, students should be checking their email daily to receive timely course-related communication. *In class, however, the professor has banned the use of electronic devices*, except by permission or in the case of specific need. (Please speak to me if, for example, you require a laptop for learning purposes and we will work out an accommodation.) For the sake of optimal student learning, and knowing the distractions available with just one click, you may not use laptops, tablets, smartphones, or any other screen-device during class.

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## **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See complete university-wide academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

## **ACADEMIC ACCOMMODATIONS**

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See the PLNU Disability Resource Center website (<https://www.pointloma.edu/offices/disability-resource-center>) for additional information.

## **COPYRIGHT POLICY**

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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.

## **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the PLNU Class Schedules website (<https://www.pointloma.edu/offices/records/undergraduate-records>). No requests for early examinations or alternative days will be approved.

## COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion.

	MONDAY	WEDNESDAY
<b>WEEK 01</b> Intro to OT	[TUESDAY] JAN 09 <i>Syllabus &amp; Orientation</i>	JAN 10 Read: <u>Class Syllabus</u> <b>DUE: Student Info Sheet</b>
<b>WEEK 02</b>	JAN 15 NO CLASS: MARTIN LUTHER KING JR. DAY	JAN 17 Read: <u>Hauerwas Introduction</u>
<b>WEEK 03</b>	JAN 22 Read: <u>Goldingay 7-48</u> <b>DUE: Online Reading Quiz #1</b>	JAN 24
<b>WEEK 04</b> Torah	JAN 29 Read: <u>Goldingay 50-71</u> , <u>Genesis 1-11</u> <b>DUE: Online Reading Quiz #2</b>	JAN 31 Read: <u>Trible, "Eve and Adam, Genesis 2-3 Reread"</u> <b>DUE: Tribble Article Response</b>
<b>WEEK 05</b>	FEB 05 Read: <u>Goldingay 72-83</u> , <u>Genesis 12-50</u> <b>DUE: Online Reading Quiz #3</b>	FEB 07
<b>WEEK 06</b>	FEB 12 Read: <u>Goldingay 84-105</u> , <u>Exodus (all)</u> <b>DUE: Online Reading Quiz #4</b>	FEB 14 Read: <u>Warrior, "Canaanites, Cowboys, and Indians"</u> <b>DUE: Warrior Article Response</b>
<b>WEEK 07</b>	FEB 19 Read: <u>Goldingay 106-117</u> , <u>Leviticus 16-27</u> , <u>Numbers 1-14</u> <b>DUE: Online Reading Quiz #5</b>	FEB 21 <i>Midterm Exam Review</i> Read: <u>Hauerwas chs. 1-3</u>
<b>WEEK 08</b>	FEB 26 Read: <u>Goldingay 118-140</u> , <u>Deuteronomy 1-6, 12-15, 28-34</u> <b>DUE: Online Reading Quiz #6</b>	FEB 28 <i>Midterm Exam</i>
<b>WEEK 09</b>	MAR 05 NO CLASS: SPRING BREAK	MAR 07 NO CLASS: SPRING BREAK
<b>WEEK 10</b> Nebi'im	MAR 12 Read: <u>Goldingay 142-173, 284-287</u> , <u>Joshua 1-11, 21, 24</u> , <u>Judges 1-10, 19-21</u> , <u>Ruth (all)</u> <b>DUE: Online Reading Quiz #7</b>	MAR 14 Read: <u>Stone, "Gender and Homosexuality in Judges 19: Subject-Honor, Object-Shame?"</u> <b>DUE: Stone Article Response</b>
<b>WEEK 11</b>	MAR 19 Read: <u>Goldingay 174-197</u> , <u>1 Samuel 8-12, 15-16</u> , <u>2 Samuel 7</u> , <u>1 Kings 1-12, 16-19</u> , <u>2 Kings 15-25</u> <b>DUE: Online Reading Quiz #8</b>	MAR 21 Read: <u>Freedman, "Yahweh of Samaria and His Asherah"</u> <b>DUE: Freedman Article Response</b>
<b>WEEK 12</b>	MAR 26 Read: <u>Goldingay 198-227</u> , <u>Isaiah 1-6</u> , <u>Amos (all)</u> , <u>Micah 1-3</u> , <u>Hosea 1-2</u> , <u>Jonah (all)</u> <b>DUE: Online Reading Quiz #9</b>	MAR 28 Read: <u>Hauerwas chs. 4-6</u>

	MONDAY	WEDNESDAY
WEEK 13	APR 02 NO CLASS: EASTER RECESS	APR 04 Read: <u>Goldingay 228-253</u> , <u>Isaiah 40-43</u> , <u>Ezekiel 1-11</u> , <u>Jeremiah 29-33</u> DUE: <b>Online Reading Quiz #10</b>
WEEK 14 Ketubim	APR 09 Read: <u>Goldingay 254-283</u> , <u>Isaiah 61-62</u> , <u>Haggai (all)</u> , <u>1 Chronicles 1</u> , <u>2 Chronicles 36</u> , <u>Ezra 1-6</u> , <u>Nehemiah 8-13</u> DUE: <b>Online Reading Quiz #11</b>	APR 11 Read: <u>Hauerwas chs. 7-9</u> DUE: <b>Critical Response to <i>The Truth About God</i></b>
WEEK 15	APR 16 Read: <u>Goldingay 288-337</u> , <u>Psalms 1-41, 72, 89, 106, 150</u> , <u>Proverbs 1-9, 20-24, 31</u> , <u>Job 1-3, 38-42</u> DUE: <b>Online Reading Quiz #12</b>	APR 18 Read: <u>Moses, "The Satan' in Light of the Creation Theology of Job"</u> DUE: <b>Moses Article Response</b>
WEEK 16	APR 23 Read: <u>Goldingay 338-367</u> , <u>Ecclesiastes 1-6, 12</u> , <u>Daniel 1-6</u> DUE: <b>Online Reading Quiz #13</b>	APR 25 <i>Final Exam Review</i>
FINALS WEEK	BIB101 Sec. 7 (regularly meets MW @ 2:55pm) <b>Final Exam Day/Time:</b> Friday, 5/4, 1:30pm-4:00pm  BIB102 Sec. 8 (regularly meets MW @ 12:15pm) <b>Final Exam Day/Time:</b> Monday, 4/30, 10:30am-1:00pm	

**STUDENT INFORMATION SHEET**

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Name: \_\_\_\_\_

Phone Number (one where you can be reached during the semester): ( \_\_\_\_\_ ) \_\_\_\_\_

Academic Major: \_\_\_\_\_

Why did you choose your particular major, and what are your larger vocational/career goals?

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Your primary language is: \_\_\_\_\_ English \_\_\_\_\_ Other: \_\_\_\_\_

On a scale of 0-10, where "0" represents total unfamiliarity and "10" represents detailed and specific knowledge,

How do you rate your own level of familiarity with the Christian Scriptures? \_\_\_\_\_

How do you rate your own level of familiarity with the Old Testament? \_\_\_\_\_

Is there some particular question you are seeking to answer during this course?

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Is there any additional information about yourself you would like me to know? (e.g., course schedule conflicts, medical issues that may affect class performance, specific learning needs or preferences that you want to bring to my attention, etc.)

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