

**Fall 2019**

<b>Meeting days:</b> Tuesday & Thursday	<b>Instructor title and name:</b> Prof. Stephanie Matthews
<b>Meeting times:</b> 9:30 – 10:45 a.m.	<b>Phone:</b> 619-849-2594
<b>Meeting location:</b> Smee Wesley Center	<b>E-mail:</b> smatthew@pointloma.edu
<b>Final Exam:</b> Tue, Dec 17 10:30 a.m. – 1:00 p.m.	<b>Office location and hours:</b> Smee 211 Tue 1:30-3:30 and by appointment (set up via email)

**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.*

**COURSE DESCRIPTION**

An exploration of the methods and approaches for engaging the Bible faithfully in relationship to Christian faith and practice; its nature, context, and origins; and its reception in global contexts, with attention to justice, gender, race, and class.

The course description above divides easily into three parts: (1) Scripture and Christian faith; (2) The nature, origin, and context of Scripture; and (3) the global contexts and that Scripture engages today toward just ends. Yet this division is misleading, for each cannot be separated from the next. These are intersecting paths, concentric circles, or, perhaps, layers of a cake, each supporting the next. In all three layers of faithful reading, methods of exegesis (“leading out” the message of Scripture) aid us in reading texts faithfully.

**COURSE LEARNING OUTCOMES**

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

1. Interpret Scripture evidencing biblical literacy (PLO #1)
2. Describe the nature of Scripture in light of its origins and faithful witness to the Triune God;
3. Interpret biblical texts in harmony with historic Christian faith and worship;
4. Implement methods of traditional biblical interpretation; and
5. Develop faithful readings of Scripture in light of diverse contemporary contexts in service of God’s redemptive justice.

*PLO 1: “Interpret scripture evidencing biblical literacy” will be assessed in this class through the Contextual Bible Interpretation and final in-class discussion evaluation.*

**REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

1. Michael Gorman, *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers* (Rev. Ed.; Grand Rapids, Mich.: Baker, 2009), ISBN 0801046408.
2. Samuel M. Powell, *A Teacher’s Guide to Understanding the Scriptures* (Kansas City: Beacon Hill, 2012), ISBN 0834128845.
3. Justo L. González, *Santa Biblia: The Bible through Hispanic Eyes* (Nashville: Abingdon, 1996), ISBN 0687014522.

Citation Guide (eBook available on library website: <http://libguides.pointloma.edu/ryanlibrary>)  
Society of Biblical Literature Staff, *The SBL Handbook of Style* (2<sup>nd</sup> ed.; Atlanta: SBL Press, 2014),  
Print ISBN: 9781589839649

## RECOMMENDED STUDY BIBLES

---

1. *The People's Bible* (NRSV w/Apocrypha), Eds.: Deyoung, Gafney, *et al* (Fortress, 2008); ISBN 0806656255
  - a. Select this Bible if you're interested in encountering a diversity of cultural perspectives and contributions from many persons of color. The approach is generally protestant and academic. Some of its datings and historical decisions are not explained in detail, but are within the scholarly mainstream.
2. *The New Interpreter's Study Bible* (NRSV w/Apocrypha), Ed.: Harrelson (Abingdon, 2003), ISBN 0687278325
  - a. Select this Bible if your primary interest is the theological and literary aspects of the texts. The book introductions will also include historical information, but its primary goal is elaborating the significant messages for the church.
3. *The New Oxford Annotated Bible* (NRSV w/Apocrypha), Eds.: Coogan, Brettler, *et al* (4<sup>th</sup> Ed.; Oxford: Oxford University Press, 2010); ISBN 0195289609
  - a. Select this Bible for a greater focus on the historical-critical aspects of the text. Introductions to books often include a variety of scholarly perspectives on items of debate (authorship, dating, integrity).

## 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.

## 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. No requests for early examinations or alternative days will be approved.

## 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.

## PLNU ACADEMIC ACCOMMODATIONS POLICY

---

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

---

## PLNU ATTENDANCE AND PARTICIPATION POLICY

---

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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 the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

---

## INCLUSIVE LANGUAGE

---

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “people,” “humanity,” “humans,” and “he or she” better acknowledge women as full persons.

---

## DISCRIMINATION/HARASSMENT

---

Discrimination or harassment related to race, gender, ethnicity, sexual identity or orientation, religious choice, or any other type of behavior that dehumanizes human beings or dismisses difference, is not conducive to a good learning environment and is harmful to human vitality and healthy community. These behaviors will not be tolerated. I encourage all students to be open to any honest, respectful, and tactful discussion of issues that might arise in the context of our learning.

---

## ASSESSMENT AND GRADING

---

Assignment distribution by percentage:	Grade scale:												
<ul style="list-style-type: none"><li>• Attendance &amp; Participation 15%</li><li>• Reading check-ins 15%</li><li>• Essay 1 – textual analysis 10%</li><li>• Essay 2 – summary of scholarship 10%</li><li>• Essay 3 – contextual analysis 10%</li><li>• Contextual Bible interpretation 20%</li><li>• CBI Presentation 5%</li><li>• Final Exam 15%</li></ul>	<table><tr><td>A = 93-100</td><td>C = 73-76</td></tr><tr><td>A- = 92-90</td><td>C- = 70-72</td></tr><tr><td>B+ = 87-89</td><td>D+ = 67-69</td></tr><tr><td>B = 83-86</td><td>D = 63-66</td></tr><tr><td>B- = 80-82</td><td>D- = 60-62</td></tr><tr><td>C+ = 77-79</td><td>F = 0-59</td></tr></table>	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
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												

---

**Attendance & Participation (15%):** See the PLNU attendance policy above. Excused absences require a note or other documentation from a health professional or professor/coach (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. 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 and attempting to answer relevant questions, and discussing the issues brought up in class.

**Reading check-ups (15%):** 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. Reading check-ups could come in the form of quizzes (online or in-class), or a worksheet to be completed and brought to class discussion or submitted online.

**Contextual Bible interpretation (20%):** Contextual biblical interpretation is a method of determining how to apply a biblical passage to a specific life setting in a way that is compassionate, specific, and relevant. Each of you will select a passage of Scripture in consultation with the professor. The **final contextual Bible interpretation** will involve a written synthesis (10-12 page paper) of the three previous essays (below).

Guidelines and rubrics for each essay will be posted to Canvas. Due dates are Sept 26 (Textual Analysis), Oct 15 (Summary of Scholarship), Nov 7 (Contextual Analysis), and Nov 26 (Final Synthesis).

**Essay one - Textual analysis (10%):** 2 page literary analysis of your chosen text. Through a close and careful reading, you will identify elements such as genre of the passage, characterization, tone, and literary context.

**Essay two - Summary of scholarship (10%):** 4 page summary paper of existing scholarly interpretations of your chosen text. AT LEAST **two** interpreters must provide commentary on the original audience(s) of the passage, and at least **two** will address theological and ethical issues. You are strongly encouraged to consult the library staff for help identifying and incorporating the necessary resources for this essay.

**Essay three - Contextual analysis (10%):** 3 page contextual analysis. You will articulate BOTH your own context (from a self-inventory which will be provided) AND the context of the audience (real or imagined) of your final interpretation, and identify the type of message your audience needs to hear from you through your passage.

Students will learn to use the Society of Biblical Literature (SBL) citation style. The eBook containing the citation guide, *The SBL Handbook of Style*, is available on the library website. The SBL style is based on the Chicago style. You may consult the citation guide for Chicago style at <http://libguides.pointloma.edu/CitationHelp>. Once you have navigated to the Chicago style page, click on “notes and bibliography” (GELO 1a).

**CBI presentation (5%):** Each student will present a five to six minute oral presentation of their Contextual Bible interpretation. Students will present to the class their most helpful findings from each of the three sub-sections of the essay (textual analysis, scholarship, contextual application). The rubric for the oral presentation will be posted to Canvas by Nov 19. For tips on giving oral presentations, check out the guide on <https://library.mtroyal.ca/c.php?g=436471&p=2977071>.

**Final Exam (15%):** This comprehensive in-class exam will cover lectures, class discussions, and assigned reading. It will consist of matching, short answer questions, and one essay. A study guide will be posted to Canvas by Dec 3.

**TENTATIVE COURSE SCHEDULE**

<b>Wk</b>	<b>Date</b>	<b>Reading Assignments</b>	<b>Assessment</b>
0	Thu, Sept 5	Introductions to the course & one another	
1	Tue, Sept 10	S. Powell, <i>Teacher's Guide to ... Scriptures</i> , pp. 5-31 (tiny pgs!)	
	Thu, Sept 12	S. Powell, <i>Teacher's Guide to ... Scriptures</i> , pp. 32-70	<b>Reading check-in (quiz)</b>
2	Tue, Sept 17	M. Gorman, ch. 2 "The Text" <b>and</b> ch. 3 "Survey" ( <i>Elements</i> , only 35-46, 64-68; skim rest)	
	Thu, Sept 19	M. Gorman, Ch. 5 "Formal Analysis" <b>and</b> ch. 6 "Detailed Analysis of the Text" ( <i>Elements</i> , pp. 83-125)	
3	Tue, Sept 24	J. González , "Preface" <b>and</b> "Intro: Authority and Perspective" ( <i>Santa Biblia</i> , pp. 7-30)	
	Thu, Sept 26	M. Gorman, Ch. 4 "Contextual Analysis" ( <i>Elements</i> , pp. 69-81) James Earl Massey, "Reading the Bible from Particular Social Locations" ( <i>NIB</i> vol. 1, pp. 150-153) <b>Library Reserve.</b>	<b>Essay 1 – Textual Analysis</b>
4	Tue, Oct 1	M. Gorman, Ch. 1 "The Task" ( <i>Elements</i> , pp. 9-33)	<b>Reading check-in (worksheet)</b>
	Thu, Oct 3	J. González , Ch. 1 "Marginality" ( <i>Santa Biblia</i> , pp. 31-55) In class: history of racism in biblical interpretation	
5	Tue, Oct 8	M. Gorman, "Protestant Interpretation" ( <i>Scripture and its Interpretation: a global, ecumenical introduction to the Bible</i> , pp. 177-193) <b>Library Reserve.</b>	
	Thu, Oct 10	Phyllis Trible, Introduction and Ch. 1 "Hagar" ( <i>Texts of Terror</i> , pp. 1-35) <b>Library Reserve.</b> In class: history of sexism in biblical interpretation	
6	Tue, Oct 15	J. González , Ch. 2 "Poverty" ( <i>Santa Biblia</i> , pp. 57-75) In class: history of classism in biblical interpretation	<b>Essay 2 – Summary of Scholarship</b>
	Thu, Oct 17	M. Gorman, Ch. 8 "Theological Interpretation" ( <i>Elements</i> , pp. 139-166) -90)	
7	Tue, Oct 22	J. González, Ch. 3 "Mestizaje and Mulatez" ( <i>Santa Biblia</i> , pp. 77-90)	
	Thu, Oct 24 10:00-11:30	J. González, Ch. 4 "Exiles and Aliens" ( <i>Santa Biblia</i> , pp. 91-113) <b>Meet at PLNU Conference Panel Presentation, 10:00-11:30</b>	<b>Reading check-in (worksheet) Submit online!</b>
	Tue, Oct 29 9:30-10:30	J. González, Ch.5 "Solidarity" <b>and</b> "Conclusion" ( <i>Santa Biblia</i> , pp. 91-117)	

8	Thu, Oct 31	Donahue, "The Bible and Social Justice" ( <i>Scripture and its Interpretation</i> , Gorman ed.; pp. 239-251) <b>Library Reserve.</b>	
9	Tue, Nov 5	David Buttrick, "Use of Bible in Preaching" (NIB: 1, pp. 188-199) <b>Library Reserve.</b>	<b>Essay 3 – Contextual Analysis</b>
	Thu, Nov 7	Jewish/Christian relations Julie Zauzmer, "The alleged synagogue shooter was a churchgoer who talked Christian theology....," <i>Washington Post</i> . May 1, 2019 <a href="https://www.washingtonpost.com/religion/2019/05/01/alleged-synagogue-shooter-was-churchgoer-who-articulated-christian-theology-prompting-tough-questions-evangelical-pastors/?noredirect=on">https://www.washingtonpost.com/religion/2019/05/01/alleged-synagogue-shooter-was-churchgoer-who-articulated-christian-theology-prompting-tough-questions-evangelical-pastors/?noredirect=on</a> In class: history of Christian anti-Semitism in biblical interpretation	
10	Tue, Nov 12	M. Gorman, Ch. 7 "Synthesis" ( <i>Elements</i> , pp. 127-138) Peer review – read essays from student 1	
	Thu, Nov 14	Peer review – read essays from students 2 & 3	
11	Tue, Nov 19	D. Juel, Two Sermons ( <i>Shaping the Scriptural Imagination</i> , pp. 161-164, 173-176) <b>Library e-book.</b> R. Hays, Sermon: Who is the God ... ( <i>Art of Reading</i> , pp. 306-310) <b>Library Reserve</b>	
	Thu, Nov 21	The arts as biblical interpretation	
	Tue, Nov 26	<b>NO CLASS – Society of Biblical Literature Meeting (in San Diego!)</b>	<b>Contextual Bible Interpretation (final synthesis)</b>
	Thu, Nov 28	<b>NO CLASS – THANKSGIVING RECESS</b>	
12	Tue, Dec 3	Spiritual reflection and Scriptural interpretation	
	Thu, Dec 5	Spiritual reflection and Scriptural interpretation; Exam review	
13	Tue, Dec 10	<b><u>Presentations in class</u></b> Students 1-10	
	Thu, Dec 12	<b><u>Presentations in class</u></b> Students 11-18	
		<b>FINAL EXAM:</b> Tuesday, December 17, 2019 10:30 A.M. – 1:00 P.M.	