

# Point Loma Nazarene University

Spring Semester 2019 - Two Units

## Old Testament History and Religion [Bib-101, Section 7]

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<b>Meeting Days:</b> Tuesday / Thursday	<b>Meeting Time:</b> 11:00 AM – 11:55 AM
<b>Meeting Location:</b> Evans 114	<b>Final Exam:</b> April 30, 2019--10:30 am - 1:00 pm

### PLNU Mission Statement

*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.*

### General Education Mission Statement

*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 cultures.*

### Catalog Description

Within the context of the history of Israel and overview of the literature of the Old Testament with special attention to its religious message.

This course is one of the components of the General Education Program at PLNU, 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.

### Purpose of the Course

The Old Testament is far too large to be mastered in a two (2) unit undergraduate course. Nevertheless, the purpose of this course is to discover the story contained within these significant biblical documents – recognizing the major characters, events and themes that are found within its pages. The success of the course will be determined by the ease with which the student is able to read the various literary forms (genres) of the Old Testaments documents. To achieve this end, the student will need to understand the basic issues of biblical interpretation.

### Required Texts

Varughese, Alex (ed.). *Discovering the Old Testament: Story and Faith*. Kansas City, MO: Beacon Hill Press of Kansas City, 2003.

A standard translation of the Bible – e.g., NIV, NRSV, NASB, ESV, NKJV, etc.

## Course Objectives

- To explore the emergence of the Children of Israel (and later, Judaism) within the social context of the ancient near East (ANE). [*historical*]
- To become familiar with the different literary genres in the Old Testament, noting the relationship between *form* and *content*. [*literary*]
- To study the basic themes found within the literature of the Old Testament and to identify their relevance for the contemporary Christian church. [*theological*]

The student will learn to discriminate between the *historical*, *literary* and *theological* worlds of Old Testament thought.

## Course Requirements

- Complete all assigned readings from the Bible and the textbooks.
- Complete all assignments, quizzes, and examinations on designated dates.
- Write a 1500 word biblical interpretation paper following the exegetical method provided in this syllabus. The paper is due at the beginning of class on April 16, 2019.
- Participate in class discussions.

## Grading

Examinations 1 and 2 [150 points each]	300 points
Final Examination	200 points
Quizzes	100 points
Writing Assignments 1 and 2 [75 points each]	150 points
Biblical Interpretation Paper	<u>250 points</u>
<b>TOTAL</b>	1000 points

### 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 request 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:**

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 Disability Resource Center for additional information.

### **Inclusive Language Statement:**

The School of Theology and Christian Ministry (STCM) is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion of inferiority of women, the STCM urges students, faculty and staff to avoid sexist language in public discourse, in classroom discussions, and in their writing.

## **Class Schedule and Reading Assignments**

<b>Date</b>	<b>Lectures</b>	<b>Reading Assignments</b>
Jan 10	Introduction to the Class – Learning to Read Scripture	Isaiah 6:1-13
Jan 15	Basic Issues in the Study of the Old Testament	DOT 19-58
Jan 17	Israel's View of the World	DOT 61-74; Gen 1-11
Jan 22	God's Covenant with Abraham	DOT 75-83; Gen 12-25;
Jan 24	The Covenant Family	DOT 85-91; Gen 26-50
Jan 29	The Birth of a Nation	DOT 93-100; Exod 1-18
Jan 31	The Covenant Community	DOT 101-110; Exod 19-40
Feb 5	Israel in the Wilderness	DOT 111-121; Lev 16, 19-20, 25; Num 13-14, 27, 35;
Feb 7	Instructions for Life in the Land	DOT 123-131; Deut 1-7, 10, 34
Feb 12	<b>Exam 1</b>	
Feb 14	Israel in the Promised Land Israel's Moral and Spiritual Crises	DOT 135-146; Jos 1-6; 23-24 DOT 147-156; Jud 3-6, 13-16, 19:1-20:11; 21:25; Ruth
Feb 19	Transition to Monarchy	DOT 157-166; 1 Sam 1, 3, 8-13, 16-18, 24, 31
Feb 21	A Kingdom with a Royal House	DOT 167-176; 2 Sam 1, 7, 11-12
Feb 26	The Kingdom Divided (Parts 1 and 2)	DOT 177-201; 1 Kgs 1-3, 6, 8; 22-9:9, 11-12; 2 Kgs 2, 4-5, 17-19, 22-25
Feb 28	The Exile and Restoration	DOT 203-211
Mar 5	<b>No Class – Spring Break</b>	

Mar 7	<b>No Class – Spring Break</b>	
Mar 12	History Revisited The Building of Community Life	DOT 213-221; 1Chron 10-29 2Chron 1-9, 29-36 DOT 223-233; Ezra 1, 4-5; Neh 1-2, 8-13; Esther
Mar 14	<b>Exam 2</b>	
Mar 19	Israel's Poetry and Wisdom Suffering of the Righteousness	DOT 237-245 DOT 247-256; Job 1-3, 28, 38-40, 42
Mar 21	Israel's Songs of Praise	DOT 257-267; Psalms 1, 2, 8, 23, 37, 42-43, 46
Mar 26	Instructions on Life	DOT 269-279; Prov 1-9
Mar 28	Israel's Prophetic Voices	DOT 283-290
April 2	Isaiah – 1	DOT 291-302; Isa 1-11
April 4	Isaiah – 2	Isa 40-55; 56-66
April 9	Jeremiah and Lamentations	DOT 303-316; Jer 1-2, 29-33; Lam 1-5
April 11	Ezekiel	DOT 317-328; Ezek 1-2, 10, 18, 24, 36:22-37:14, 43, 47:1-12; 48:30-35
April 16	Daniel Hosea, Joel, Amos, and Obadiah <i>Biblical Interpretation Paper Due</i>	DOT 329-337; Dan 1-6, 7 DOT 339-350; Hosea 1-3, 11; Amos 1-4
April 18	<b>No Class – Easter Recess</b>	
April 23	Jonah, Micah, Nahum, and Habakkuk	DOT 351-362; Micah 3-6; Habakkuk 1-3
April 25	Zephaniah, Haggai, Zechariah, and Malachi Appendix: Jewish History from 331 to 63 BC	DOT 363-374; Zech 9-14; Malachi 1- 4 DOT 375-377
April 30	<b>Final Examination – 10:30 AM – 1:00 PM</b>	

## Interpretation Guide:

1. To find the meaning of your selected passage chose a thought-unit of reasonable size. If it is too large, you will not be able to provide adequate detail. If too small, you may not have enough content to demonstrate a structural meaning. A non-narrative thought-unit could range from six to 15 verses; a narrative passage might be considerably longer (cf. Jesus and the Woman at the Well [John 4]; David and Bathsheba [2 Samuel 11-12]). Briefly explain why your passage is a legitimate thought unit. Look for indicators such as change of subject, speaker, location, genre, etc.
2. The goal of the assignment is to learn how to find an appropriate meaning by analyzing the structure, setting, and content of the thought-unit. As you begin this task, read, re-read, and re-re-read your passage before you begin researching your passage. After four or five readings of the text, begin to note (by writing down) what you observe about the passage and any questions that are raised in your mind.
3. Think about and, if necessary, investigate the purpose(s) of the book in which your chosen passage finds its place. You may find this information in an introduction to the Old/New Testament or in the opening of a standard commentary.

4. Now look intensely at the passage itself. Begin this point by noting carefully the genre of your book/passage (cf. Fee and Stuart here). Probe the text by asking relevant questions of it. Find the parts of which it is composed. Make an outline of the passage.

**Questions to ask of your text:**

(1) What is the historical context of your passage? This includes pertinent political, cultural and social factors, and especially the occasion and purpose of the text. What situation called forth the text from the author? Who is writing/speaking to whom and why? What outside information do we need to know in order to understand what is being said? Are there possible and/or identifiable multiple historical contexts? For example, in the NT the gospels have the dual setting of Jesus in his ministry and also that of the evangelists and his church. In the OT one might think of the setting of the person Ruth as well as the setting of those for whom the book of Ruth was initially written.

(2) What is the literary context of your passage? What is the larger argument/story-line that your passage is a part of, and what part does your text play in that argument/story-line? What is the writer's line of thought and where does your passage fit within it?

(3) What is the content of your passage? Unpack the "meaning load" that the passage is carrying. Trace the line of thought/argument within the text. Identify the meaning of key words, the significance of key events, etc. Be able to outline your passage. Know how it hangs together and the point(s) that is/are being made. How does it speak to the situation and what is it saying? This is where you finally get at what specifically the author intended to say, what the passage **meant** when it was first spoken/written and heard/read.

5. Identify the main point or theme of the passage [the BIG IDEA], then ask and answer the question: What does each part of this piece have to do with the main idea or theme? How do the various sections relate to each other?

6. If there are ideas, metaphors, word-pictures, or terms that you do not understand, research them in a Bible or theological dictionary, or in a commentary. This paper is not primarily a research paper, but finding help is OK!

7. Pull together the preceding by explaining or re-creating what this passage meant to its original hearers (in its literary setting). Conclude this step by explaining the theological witness of the text. What does your passage reveal about the nature of God or what it means to belong to the people of God?

8. Finally, provide a personal response to what you have discovered. What does this passage mean to you? Do not do this step before you have completed the steps above. **REMEMBER:** *A passage can never mean what it never meant.*

9. Find an argumentative edge and write your paper.

**Bibliography:** Use at least three of the translations recommended by Fee and Stuart. Also use a Bible dictionary and/or biblical handbook where pertinent. Consult two or three commentaries, but only after you have done your own work on the text.

[These guidelines have been gleamed from the work of Dr. Alan Wheatley and Rev. Steve Rodeheaver].