

Point Loma Nazarene University

Spring Semester 2019 - Three Units

New Testament History and Religion [Bib-102, Section 4]

Professor: Robert W. Smith, D.Min.	Phone: 858-539-6226 (cell)
E-mail: rsmith@pointloma.edu	Office Location: Bobby B's
Meeting Days: Tuesday / Thursday	Meeting Time: 9:30 AM – 10:45 AM
Meeting Location: Evans 114	Final Exam: May 2, 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 Learning Outcomes

Students will be able to:

- Identify the historical contexts of the New Testament'
- Articulate the unity of the Old Testament and the New Testament in its canonical context within the diverse literature of the Christian canon.
- 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.
- Articulate the basic context of the books of the New Testament and the methods appropriate to the interpretation of those books.

Course Requirements

- Complete all assigned readings from the New Testament and the textbook.
- 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 23, 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>
TOTAL	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. 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

Date	Lectures	Reading Assignments
Jan 10	Introduction to the Class -- Visit Library	1John 5:1-5
Jan 15	New Testament Background: The Roman World New Testament Background: The Jewish World	INT 17-37 INT 39-57
Jan 17	The New Testament Writings Jesus / The Gospels	INT 59-75 INT 77-93; 95-117
Jan 22	The Gospel of Mark (1)	INT 141-59; Mark 1-8
Jan 24	The Gospel of Mark (2)	Mark 9-16
Jan 29	The Gospel of Matthew	INT 119-39; Matthew 1-18
Jan 31	The Gospel of Luke	INT 161-81; Luke 1-24
Feb 5	The Gospel of John	INT 183-203
Feb 7	The Acts of the Apostles	INT 205-29; Acts 1-28
Feb 12	Exam 1	
Feb 14	The New Testament Letters / Paul	INT 231-45; 247-69
Feb 19	Romans (1)	INT 271-87; Romans 1-6
Feb 21	Romans (2)	Romans 7-16
Feb 26	1 Corinthians	INT 289-307; 1 Corinthians 1-16
Feb 28	2 Corinthians	INT 309-21; 2 Corinthians 1-13
Mar 5	No Class – Spring Break	
Mar 7	No Class – Spring Break	
Mar 12	Galatians (1)	INT 323-37; Galatians 1-3
Mar 14	Galatians (2)	Galatians 4-6
Mar 19	Exam 2	
Mar 21	Ephesians / Colossians	INT 339-55; 371-85; Ephesians 1-6; Colossians 1-4
Mar 26	Philippians / Philemon	INT 357-69; 431-41; Philippians 1-4; Philemon 1
Mar 28	1Thessalonians / 2Thessalonians	INT 387-401; 403-11; 1Thess 1-5; 2Thess 1-3
April 2	The Pastoral Letters (1Timothy; 2Timothy; Titus)	INT 413-29; 1 Timothy 1-6; 2Timothy 1-4; Titus 1-3
April 4	Hebrews (1)	INT 443-59; Hebrews 1-13
April 9	Hebrews (2) / James	INT 461-77; James 1-5

April 11	1 Peter / 2 Peter / Jude	INT 479-95; 497-505; 523-29; 1 Peter 1-5; 2Peter 1-3; Jude
April 16	Johannine Letters	INT 507-21; 1John 1-5; 2John; 3John
April 18	No Class – Easter Recess	
April 23	The Revelation of John (1) <i>Biblical Interpretation Due</i>	INT 531-51; Revelation 1-12
April 25	The Revelation of John (2)	Revelation 13-22
May 2	Final Examination – 10:30 AM – 1:00 PM	

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 gleaned from the work of Dr. Alan Wheatley and Rev. Steve Rodeheaver].