

 <p><b>POINT</b><sup>19</sup>  <b>LOMA</b><sup>02</sup> NAZARENE UNIVERSITY</p>	<p><b>School of Philosophy and Theology</b></p> <p><b>BIB 1001 Old Testament History &amp; Religion (Section 7)</b></p> <p><b>2 Units</b></p>
Spring 2022	

<b>Meeting days:</b> M/W	<b>Professor:</b> Rev. Wilson Ryland
<b>Meeting times:</b> 11:00-11:55 am	<b>Phone:</b> 619-929-4530
<b>Meeting location:</b> LBRT 207	<b>Email:</b> <a href="mailto:wryland1@pointloma.edu">wryland1@pointloma.edu</a>
<b>Final Exam:</b> Monday, May 2, 10:30 am - 1:00 pm	<b>Office location and hours:</b> by appointment

### 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

This course is designed to equip you for a lifetime of engagement with the Old Testament (also known as the Hebrew Bible). The class provides an introduction to (1) the literature/content of the Old Testament in its social, historical, literary, and theological contexts; and (2) the critical study of the Old Testament. All this will be carried out, though, to introduce the student to the basic content of the divine-human drama that unfolds within the pages of the Bible and to equip the student with the foundational tools and skills to continue, prayerfully and faithfully engaging that drama throughout his or her life.

Cognitive development will be encouraged through textbook readings, classroom discussions/lectures, and periodic examinations. Social development will be encouraged through

small group discussions and exercises as well as through the relating of biblical concepts to contemporary social issues. Spiritual development will be encouraged through a dialogue with the dynamic faith of the Christian Scripture, a faith that grew out of the community of believers and continues to challenge and shape that community in contemporary settings.

## **COURSE LEARNING OUTCOMES**

*The student who successfully completes this course will be able to:*

- 1) Identify the historical contexts of the Old Testament.
- 2) Articulate the unity of the Old 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 Old Testament and the methods appropriate to the interpretation of those books.

## **FOUNDATIONAL EXPLORATIONS LEARNING OUTCOME**

Throughout this course you will engage in actions that reflect Christian Discipleship in a context of communal service and collective responsibility. This will be done primarily as we read Old Testament texts together as part of our regular class sessions with an aim toward Christian formation, and will be part of class attendance and participation.

## **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

1. A standard translation of the Bible (e.g., ESV, NRSV, NASB, NIV, etc.) in book form. Please do not bring Bible paraphrases (e.g., The Message).
2. Brad E. Kelle, *Telling the Old Testament Story: God's Mission and God's People*. Nashville: Abingdon, 2017.
3. Handouts that will be distributed in class or on Canvas.

For the Group Project and Essay, it is strongly recommended you use a scholarly biblical commentary. These are available at PLNU's Ryan Library. Guidance about how to find and use a commentary relevant to your essay topic will be given in class.

## **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 2-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.

## **COURSE REQUIREMENTS & ASSIGNMENTS AT-A-GLANCE**

1. Class Participation and Attendance: Attendance will be taken each class session and is constituted by your presence and participation. In this painfully condensed journey through the story of the OT, 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 on the basis of his or her reading of the assigned material.

*\*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.*

2. Readings: The OT is the primary text for this course. All readings are required. *Please bring your Bible to class* and keep up with the readings on a session-by-session basis. If you do not, the information will quickly become overwhelming. *A significant part of the student's grade comes from quizzes over the assigned reading material (see below).*

3. Reading Quizzes and Mid-Term Exam: There will be *seven* quizzes or exams that cover various reading assignments and associated class lectures. The dates of the quizzes and exams are listed on the course schedule. Study guides will be provided. The quizzes provide encouragement and accountability for completing the assigned class reading, highlight key details or themes from the texts, and give you an idea of what will be on the Midterm and Final.

4. Group Presentation on an OT Book: This course will have a significant element of small group work and discussion during various class sessions. Students will work together to read closely, think collaboratively, and formulate thoughtful responses to texts and issues. This invites the students into the richer practices of true liberal arts education — academic reading, thinking, collaborating, and writing — and so extends the students' capabilities beyond performing well on an outcome-based standardized test. The major instance of such work will be that each student will participate in an assigned small group and make a class presentation on an assigned book from the OT (groups and books will be assigned in class). The presentation should be **10 minutes in length** and **follow the instruction sheet attached to this syllabus**. Each group member will receive the same grade for the presentation. Due dates are listed on the course schedule

***(NOTE: a one-page handout and powerpoint presentation must be emailed to the professor by noon on the day before your presentation).***

5. Essay: The essay will be completed on an individual basis. Building on, and flowing from, the group project, the individual will write an essay exploring 1) how the assigned book fits into the overall story of the Old Testament, 2) how the critical issues modern scholars deal with shed light on the ways the first authors and audiences participated in God’s Story, 3) how the book can speak to a contemporary issue and so shape the ways contemporary people might living into the Story of God.

The essay should be 1500 words in length. Use Chicago Formatting for font and spacing.

These assignments allow students to synthesize information from the reading and lectures, and try out the methods of biblical interpretation modeled in class.

5. Comprehensive Final Exam: To bring the semester to completion, the final will cover all the material from the previous quizzes, midterm, and class material. A study guide will be provided in class. There will be a review in class. The exam will be given *in the classroom* on the scheduled day and time for the class’s final exam according to the university’s final exam schedule.

6. Extra Credit: You may choose *one* of the following:

1. Devotionally read 5 chapters from 1 Old Testament book and keep a Journal. 1 page per chapter. You may earn up to 25 extra points for this assignment.
2. Attend 2 of the Wiley Lectures (which will be given by Willie Jennings) and write a 2 page summary. You may earn up to 25 extra points for this assignment. These will be held in the Crill Performance Hall on:
  - Monday March 21, 2022 11:00-11:50am
  - Monday March 21, 2022 1:30-2:20pm
  - Tuesday March 22, 2022 9:30-10:20am
  - Wednesday March 23, 2022 8:30-9:20am

ASSIGNMENT	500 point Scale
Quizzes	240 (6 Quizzes x 40 pts)
Midterm	65
Group Presentation	50
Essay	60
Final Exam	85
Extra Credit	25

## **ASSESSMENT AND GRADING**

Grades will be based on the following:

### Grade scale:

A=93-100

A-=92-90

B+=87-89

B=83-86

B-=80-82

C+=77-79

C=73-76

C-=70-72

D+=67-69

D=63-66

D-=60-62

F=0-59

## **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.

## **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.

## **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.

## **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.

All language should strive to reflect the truth that first and foremost everyone is a child of God, created in God's image.

## **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 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 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 the appropriate grade for their work and participation.

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. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

If for health or COVID related issues you cannot attend regular class sessions, work with the professor to determine an Asynchronous option.

## **USE OF TECHNOLOGY**

In Case of Needed Asynchronous Option: (which will only be granted for approved health or COVID related issues): In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Standard Case Policy: 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.

## **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 the [Office of Spiritual Development](#)

## COURSE SCHEDULE

Week	Monday	Wednesday
1. Jan 11, 12	Syllabus & Introductions	<p>What Is the OT and Why Study It?</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Handout: <i>Canons of the Bible</i> pdf</li> <li>2. Handout: <i>Translation of the Bible into English</i> pdf</li> <li>3. Kelle, <i>Telling the OT Story</i>, pp. xv-xviii</li> </ol>
2. Jan 17, 19	<b>NO CLASS - MLK Day</b>	<p>What Is the OT and From Where Did It Come (Pt. 1)?: Inspiration and Function</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Handout: Sam Powell, <i>Inspiration - The Bible as Spirit-Filled Words</i></li> </ol>
3. Jan 24, 26	<p>What Is the OT and From Where Did It Come (Pt. 2)?: Origins and Backgrounds</p> <ol style="list-style-type: none"> <li>a. Geography, Culture, and History</li> <li>b. Origins, Composition, and Canonization</li> </ol> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Handout: <i>Culture and Religion among the Ancient Israelites</i> pdf</li> <li>2. Kelle, <i>Telling the OT Story</i>, ch. 1.</li> </ol> <p><b><u>Quiz #1 take in class, not on Canvas: The books of the OT (be able to write in order of Protestant canon)</u></b></p>	<p>How Should We Read the OT? Methods for Biblical Interpretation</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Handout: <i>Guidelines for Reading and Interpretation</i> pdf</li> <li>2. Handout: <i>Varieties of Readings...</i> pdf</li> </ol>

Week	Monday	Wednesday
4. Jan 31, Feb 2	<p>Introducing the “OT Story”: To Form a People and Find an Instrument</p> <p><u>Readings:</u> 1. Kelle, <i>Telling the OT Story</i>, ch. 2</p> <p><b><u>Quiz #2 on Canvas over Handouts, “Inspiration,” “Culture and Religion,” “Guidelines for Reading,” and “Varieties of Readings”—Complete this quiz on Canvas by 11:59pm tonight.</u></b></p>	<p>A. Introduction to the Pentateuch B. Genesis 1—11: The Primeval History (Pt. 1): The Creation Stories</p> <p><u>Readings:</u> 1. Handout: <i>Introduction to Genesis</i> pdf 2. Genesis 1—2</p>
5. Feb 7, 9	<p>Genesis 1—11: The Primeval History (Pt. 2): Creation Falls</p> <p><u>Readings:</u> 1. Genesis 3—9 2. Kelle, <i>Telling the OT Story</i>, pp. 29-47</p>	<p>Genesis 1—11: The Primeval History (Pt. 3): Creation Falls</p> <p><u>Readings:</u> 1. Genesis 10—11 2. Kelle, <i>Telling the OT Story</i>, pp. 48-54</p> <p><b><u>Quiz #3 on Canvas: over Introduction to Genesis and the main characters and events in Gen 1-11-- Complete this quiz on Canvas by 11:59pm tonight</u></b></p> <p><b>*Organize groups for small group presentations</b></p>
6. Feb 14, 16	<p>Promise to Restore Creation &amp; the Calling of a People: The Ancestral Narratives (Genesis 12—50)</p> <p><u>Readings:</u> 1. Genesis 12—13; 15—17; 20—22; 50 2. Kelle, <i>Telling the OT Story</i>, pp. 55-70</p>	<p>The Creation of God’s People (Exodus 1-15) 1) Handout: <i>Introduction to Exodus</i> 2) Exod 1—18 3) Kelle, <i>Telling the OT Story</i>, pp. 70-79</p>

Week	Monday	Wednesday
7. Feb 21, 23	<p>The Creation of a People (Pt.2): The Exodus from Egypt (Exod 1—15) &amp; Into the Wilderness (Exod 16—18)</p>	<p>The Formation of a People (Pt. 1): Covenant and Law in the Wilderness</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Exod 19—23</li> <li>2. Handout: <i>Intro to Leviticus</i></li> <li>3. Kelle, <i>Telling the OT Story</i>, pp. 81-95</li> </ol>
8. Feb 28, Mar 2	<p>The Formation of a People (Pt. 2): Worship &amp; Reality: Moses, Bezalel, The Tabernacle &amp; Heaven</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Exod 31-39</li> </ol>	<p>The Formation of a People (Pt. 3): Deuteronomy, the Deuteronomistic History, and the New Generation</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Handout: <i>Introduction to Deuteronomy</i></li> <li>2. <i>Deuteronomy</i> 1—6; 12—15; 28—30</li> <li>3. Kelle, <i>Telling the OT Story</i>, pp. 102-109</li> </ol> <p><b><u>Quiz #4 on Canvas over the main characters in Gen 12—50 and Introductions to Exodus and Leviticus-- Complete this quiz on Canvas by 11:59pm tonight</u></b></p>
9. March 7, 9	NO CLASS -	Spring Break
10. March 14, 16	<p>Entrance into the Land: Joshua and Judges</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Handout: <i>Introductions to Joshua and Judges</i></li> <li>2. Joshua 1—12; 24</li> <li>3. Kelle, <i>Telling the OT Story</i>, pp. 111-123</li> </ol>	<p>Two Kingdoms in the Land (1—2 Kings) and Descent into Exile</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Handout <i>Introductions to 1 Kings &amp; 2 Kings</i></li> <li>2. <i>1 Kings</i> 11—12; <i>2 Kings</i> 15—25</li> <li>3. Kelle, <i>Telling the OT Story</i>, pp. 123-134</li> </ol> <p><b><u>TAKE-HOME MIDTERM on Canvas-- Complete this midterm on Canvas by 11:59pm tonight</u></b></p>

Week	Monday	Wednesday
11. March 21, 23	<p>The Divine Voice to the People: Understanding the Prophets</p> <p><i>Readings:</i></p> <p>1. Kelle, <i>Telling the OT Story</i>, pp. 163-165</p>	<p>Group Presentations on OT Books: Hosea, Micah, and Nahum</p> <p><i>Readings:</i></p> <p>1. Handout: <i>Introductions to Hosea, Micah, and Nahum</i></p> <p><b>*Group Presentations on Hosea, Micah, and Nahum (email your 1-sheet handout &amp; powerpoint presentation to Prof. Ryland by Noon on March 22)</b></p>
12. March 28, 30	<p>Amos</p> <p><i>Readings:</i></p> <p>1. Handout: <i>Introduction to Amos</i></p> <p>2. Amos 1—9</p> <p>3. Kelle, <i>Telling the OT Story</i>, pp. 165-171</p> <p><b><u>Quiz #5 on Canvas over Introductions to Deuteronomy, Joshua, 1 Kings, and 2 Kings-- Complete this quiz on Canvas by 11:59pm tonight</u></b></p>	<p>Group Presentations Jeremiah and Habakkuk</p> <p><i>Readings:</i></p> <p>1. Handout: <i>Introduction to Jeremiah and Habakkuk</i></p> <p><b>*Group Presentations on Jeremiah and Habakkuk (email your 1-sheet handout &amp; powerpoint presentation to Prof. Ryland by noon on March 29)</b></p>
13. April 4, 6	<p>Speaking to the South: Isaiah</p> <p><i>Readings:</i></p> <p>1. Handout: <i>Introduction to Isaiah</i></p> <p>2. Isaiah 1—7; 11</p> <p>3. Kelle, <i>Telling the OT Story</i>, pp. 171-175</p>	<p>Life in Exile: Rethinking the Story (Group Presentations on Psalms, Esther, Daniel 1—6)</p> <p><i>Readings:</i></p> <p>1. Handout: <i>Introductions to Psalms, Esther, Daniel</i></p> <p><b>*Group Presentations on Psalms, Esther, and Daniel 1—6 (email your 1-sheet handout &amp; powerpoint presentation to Prof. Ryland by noon on April 5)</b></p>

Week	Monday	Wednesday
14. April 11, 13	<p>Responses to the Exile (Pt. 1): Group Presentations on Job and Lamentations</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Handout: <i>Introductions to Job and Lamentations</i></li> <li>2. Kelle, <i>Telling the OT Story</i>, pp. 151-157</li> </ol> <p><b>*Group Presentations on Job &amp; Lamentations (email your 1-sheet handout &amp; powerpoint presentation to Prof. Ryland by noon on April 8)</b></p> <p><b><u>Quiz #6 over Introductions to Psalms, Isaiah, and Amos--</u></b> <b><u>Complete this quiz on Canvas by 11:59pm tonight</u></b></p>	<p>Responses to the Exile (Pt. 2): Honest Expressions of Grief and Prophetic Voices of Hope (Lament Psalms, Isaiah 40—55; Jeremiah; Ezekiel)</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Handout: <i>Introduction to Ezekiel</i></li> <li>2. Psalm 6, 13, 28, 30, 31, 32, 88, 89</li> <li>3. Isaiah 40—43</li> </ol>
15. April 18, 20	<p><b>NO CLASS - Easter Break</b></p>	<p>Beginning Again: The Post-Exile (Chronicles, Ezra, Nehemiah, Isaiah 56-66, Haggai, Zechariah, Malachi)</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Handout: <i>Introduction to 1 Chronicles, 2 Chronicles, Ezra, and Nehemiah</i></li> <li>2. 2 Chronicles 36; Ezra 1—4; 8—10</li> <li>3. Kelle, <i>Telling the OT Story</i>, pp. 135-149</li> </ol>
16. April 25, 27	<p>The End Is the Beginning: The Ending of the OT Story</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Kelle, <i>Telling the OT Story</i>, pp. 179-194</li> </ol>	<p>Continuing the Story: Matthew's Response to the Prophet's Call</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Matthew 1-7</li> </ol> <p><b>Final Exam Review</b></p>

Week	Monday	Wednesday
Finals Week	<b>FINAL EXAM</b> May 2 10:30 am - 1:00 pm	