Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information

Professor: Roger L. Hahn, Ph.D. Email: rlhahn@nts.edu
Office: (816) 268-5412
Office Hours: By appointment

Catalog Description

A study of the history, methods, and principles of the interpretation of the Scripture.

Course Narrative & Rationale

Biblical Hermeneutics is a junior level course serving requirements in Bible in the MDiv, MACFD, MAICS, and MA (Theological Studies) degree programs. LNG510, Introduction to Biblical Languages, or its equivalent, and BIB515, Reading the Biblical Story, or its equivalent, are the recommended prior coursework. Biblical Hermeneutics is designed to provide foundational instruction in exegetical method and a basic introduction to hermeneutics. It is a recommended prior course for all exegetical and biblical theology courses at NTS.

Course Vision

If God were to really bless this course, students would forever approach biblical texts with
an appropriate blend of confidence and humility. There would be confidence that when the methods they have learned are applied to the text those methods will open up meaning that will allow God to speak from his word a message that is coherent with the original purpose of the author and with the whole of biblical revelation. There would be humility that the method neither controls nor limits the power of the Holy Spirit to speak through the text. There would be confidence that every exercise of exegesis may produce the joyful surprise of being addressed by God in unexpected ways. That combination of hermeneutical expertise and openness to the Holy Spirit would unleash a generation of preachers, teachers, and writers profoundly convinced that God’s Word can speak in a meaningful way every time it is read, preached, or taught. Should this vision for students begin to happen the church would be shaped by biblical truth toward conformity with the will of God with a depth, power, and directness never before experienced. The world would discover fundamental differences of values and assumptions of reality between itself and the followers of Christ. The biblical vision of evangelism and discipleship would be fulfilled. May God rekindle and increase the vision of hearing him speak to us through his word!

**Course Caution**

Because this course takes a strongly methodological approach to the interpretation of Scripture you may discover some of your meaningful and fondly held understandings of the Bible challenged. It is not the purpose of the course to undermine, much less attack, personal faith. It is the conviction of the instructor and the experience of most alumni of the course that faith is strengthened by a stronger understanding of and capacity to interpret Scripture with methodological self-awareness. However, such fruits require both the disciplined work expected in this class and the maintenance of an expectant spirit toward the Bible.

**Degree Objectives**

BIB550, Biblical Hermeneutics, is intended to assist students in accomplishing the following NTS Degree Program Objectives:

- MDiv Objective 2, “Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments, exhibited in the following outcomes; the student will: b. Use scholarly methods for understanding Scripture, c. Identify key theological themes as they arise from Scripture, d. Identify and relate literary and theological emphases of Scripture, e. Understand the formative power of Scripture in shaping corporate and personal Christian life, f. Appropriate Scripture to personal and corporate life both in and beyond the church.”

- MACFD Objective 1, “Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry.”
• MAICS Objective 4, “Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.

• MA(TS) General Academic Track Objective 1, “Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.

Course Outcomes
At the conclusion of this course the student should be able to:

(1) identify the primary characteristics and shapers of the major periods in the history of the interpretation of the Bible, (Assignments 2, 3, 8, and 10)

(2) recognize, describe, and practice the major methodologies employed in the past century of biblical interpretation, (Assignments 2, 3C, 4, 5, 6, 7, 8, 9, and 10)

(3) understand the terminology used in technical discussions of Scripture and interpretation, (Assignments 1, 2, and 10)

(4) understand the philosophies governing Bible translations and how the Bible has been canonized, translated, and transmitted through the centuries (Assignments 2 and 10),

(5) describe the way in which the Bible functions authoritatively in a community of faith, (Assignments 4 (Class Exercise 4), 8 and 10)

(6) follow the application of textual critical principles to analyze textual variants and arrive at a most probable reading of the original text, (Assignments 4 (Class Exercise 6), and 9)

(7) describe and practice the appropriate steps of exegesis incorporate the historical context, the literary structure and context, and theological content of a passage to arrive at the meaning of the text, (Assignment 5, 9, and 10)

(8) understand the usefulness of and use appropriately a variety of resources, (Assignments 9 and 10)

(9) describe the major theological themes of Old and New Testaments as a framework in which to interpret particular passages, (Assignments 8 and 10)

(10) articulate an appropriate method of interpreting the Old Testament as Christian Scripture, (Assignments 6 and 10)

(11) distinguish formational and informational reading of Scripture and to engage in both, (Assignments 5 (Worksheet 8) and 9)

(12) reflect on what constitutes a Wesleyan hermeneutic, (Assignments 8 and 10) and

(13) follow an appropriate strategy for suggesting contemporary application of a biblical passage. (Assignment 5 (Worksheet 7), 9, and 10)

Church of the Nazarene COSAC Competencies

| CN 2 | Ability to identify the books of the Old Testament by genre (Assignment 4 (Class Exercise 8)) |
| CN 7 | Ability to describe the major theological concepts of the Old Testament (Assignments 6, 8, and 10) |
| CN 14 | Ability to identify and describe the major theological concepts of the New Testament (Assignment 8 and 10) |
| CN 15 | Ability to describe how the Bible came into being up to contemporary translations (Assignments 2 and 10) |
| CN 16 | Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignments 5, 9, and 10) |
| CN 17 | Ability to exegize a passage of Scripture using the steps listed above (Assignments 5 and 9) |
Required Texts & Course Materials

The Bible. It is important that if you do not read the Hebrew and Greek texts that in all Bible classes at NTS you use an ‘essentially literal’ translation of the Bible such as the NRSV, the NASB (or NASB95), the ESV, or the RSV, and not a ‘dynamic equivalence’ translation such as the NIV, TNIV, NIV 1984, NLT, CEB, etc. If possible you should have an ‘essentially literal’ translation of the Apocrypha such as can be found in certain editions of the NRSV or the RSV. The instructor will use the NRSV as his basic version in class with illustrations from other versions and his own translation.


Recommended Texts & Course Materials


Course Outline

I. Foundational Issues
   A. Inspiration and Authority
   B. Canon and the Philosophy and History of Translations
II. History of Exegesis
   A. Biblical, Jewish, and Patristic Exegesis
   B. Medieval, Reformation, and the Move to 19th Century Exegesis
   C. 20th Century Interpretation and Contemporary Issues
III. Historical and Cultural Exegesis Behind the Text
   A. Traditional Historical Critical Exegesis
   B. Cultural and Sociological Exegesis
IV. Literary Exegesis – Working In the Text
   A. Book Context and Genre and form Analysis
   B. Source, Redaction, and Composition/Narrative Criticism
C. Syntactical, Grammatical, and Word Analyses

V. Interpretation From the Text
   A. Theological Exegesis
   B. Contextualization/Application
   C. Formational Reading

Course Assignments & Requirements

1. Terminology Quiz – Study the terms listed in the Study Guide 1 attached to this syllabus. The terms are defined in the Terminology Glossary on the course Moodle site and in Tate’s *Interpreting the Bible: A Handbook of Terms and Methods*. The Terminology Quiz is to be taken electronically on the Moodle site for this course. When you have carefully studied the terms on Study Guide 1, you may open the Terminology quiz under the Quizzes label in the Week 1 section of the course on the Moodle site. The quiz may only be taken once, so be prepared with sufficient time and with your computer functioning correctly before you open it. The quiz will be due by 11:55 p.m., CDT, Monday, September 17, 2012. *(Addresses Course Outcome 3)*

2. Canon, Translation, and Textual Criticism Quiz – Study the items listed in the Study Guide 2 attached to this syllabus. The terms are defined in the Canon, Translations, and Textual Criticism Glossary on the course Moodle site and most are in Tate’s *Interpreting the Bible: A Handbook of Terms and Methods*. The Canon, Translation, and Textual Criticism Quiz is to be taken electronically on the Moodle site for this course. When you have carefully studied the terms on Study Guide 2, you may open the Canon, Translation, and Textual Criticism quiz under the Quizzes label in the Week 2 section of the course on the Moodle site. The quiz may only be taken once, so be prepared with sufficient time and with your computer functioning correctly before you open it. The quiz will be due by 11:55 p.m., CDT, Monday, September 24, 2012. *(Addresses Course Outcomes 1, 2, 3, 4 and CN15)*

3. Bray Quizzes – Three Study Guides that should guide your reading and study of Bray’s book are attached to this syllabus. They are designed to help you prepare for three quizzes. The quizzes are open book quizzes, but have time limits of one hour for each quiz. You need not read the entirety of Bray in detail. *(You may use the Study Guides to find the sections you should read and study.) You need to carefully study the material according to the study guide before opening the quiz via Moodle. When you are ready to take each quiz you may find it under the Quizzes label in Weeks 3, 4, and 5 respectively sections of the course on the Moodle site for this course.
   A. Bray Quiz 1 – This quiz will cover pp. 7-164 in Bray’s book. Study Guide 3 may assist you in preparing for this quiz. Bray Quiz 1 will be due by 11:55 p.m., CDT, Monday, October 1, 2012.
   B. Bray Quiz 2 – This quiz will cover pp. 165-375 in Bray’s book. Study Guide 4 may assist you in preparing for this quiz. Bray Quiz 2 will be due by 11:55 p.m., CDT, Monday, October 8, 2012.
   C. Bray Quiz 3 – This quiz will cover pp. 376-588 in Bray’s book. Study Guide 5 may assist you in preparing for this quiz. Bray Quiz 3 will be due by 11:55 p.m., CDT, Monday,
October 15, 2012.

Study Guides 2, 3, 4, and 5 will be available in the Course Resources under the Course Resources label in the Moodle site for this class. *(Addresses Course Outcomes 1 and 2)*

4. **Class Exercises** – At various intervals in the Module sessions, we will use class exercises to apply instruction given in the lectures. The class exercises will be available in the Class Exercises Folder under the Course Resources for Week 2 on the Moodle site for this class. **You should download these Class Exercises and bring them to class to work on either individually or in small groups as part of the daily class work. All the class exercises that we do will be submitted together at the end of the Module. The class exercises may be turned in as handwritten documents or digitally. If you submit them in handwritten form they are due at the end of the class session on November 27. If you submit them digitally they will be due at 11:55 p.m. CST on Monday, November 26. They may be submitted digitally via the Class Exercises link under the Assignments label in the Week 12 section of the Moodle site for this course. You must combine all your class exercises into a single file to submit. Please title your file of class exercises for uploading with your last name (first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of this assignment, e.g. Hahn_Roger_Class Exercises. Do not use numbers or the number sign # in your file title. The projected schedule of use of class exercises is printed in the Course Calendar below. *(Addresses Course Outcomes 2, 5, 6, and CN2)*

5. **Worksheets** – Beginning October 9, a worksheet will be assigned as part of the learning requirements for the following topics:
   - Worksheet 1 – Historical Exegesis
   - Worksheet 2 – Cultural Exegesis
   - Worksheet 3 – Context, Genre, and Form Criticism
   - Worksheet 4 – Source and Redaction Criticism
   - Worksheet 5 – Word Studies
   - Worksheet 6 – Theological Exegesis
   - Worksheet 7 – Application
   - Worksheet 8 – Spiritual Reading

   The worksheets will provide an opportunity outside of class to practice and reflect on exegetical skills covered in the lectures and reading. You may choose to use the Worksheets to begin the research for your exegetical paper (see below). The worksheets will often require further reading in exegetical resources such as commentaries and Bible Dictionaries. They will be available in the Course Resources section on the Moodle site for this course in the Week section when the Course Calendar (below) indicates that they will be introduced. You should download the Worksheets prior to that class day. You may fill out the Worksheet digitally or by hand. The due date for each worksheet is indicated on the Course Calendar below. If you turn in the Worksheets in handwritten form they will be due at the end of class on the date indicated in the Course Calendar. If you turn them in digitally they will be due at 11:55 p.m. CDT or CST on the due date indicated on the Course Calendar. A link by which you can turn them in will be available under the Assignments label in the section for that Week in the Moodle site for this course. Please title your
worksheet for uploading with your last name (first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of this assignment (including the number of the worksheet). e.g. Hahn_Roger_Worksheet 1. Do not use the number sign #.  

*Addresses Course Outcomes 2, 7, 13, CN16 and CN17*

**6. Outside Reading – Old Testament Interpretation** - 160 pages of material found in the Old Testament Interpretation section of the bibliography must be read. It is highly recommended that you read the first 160 pages of John Bright, *The Authority of the Old Testament*. If it is not available you may read from another one or selections from several sources in the Old Testament Interpretation section of the course bibliography. A (double-spaced, typed) report of 300-500 words summarizing and evaluating this reading will be due at 11:55 p.m., CST on Monday, November 5, 2012. Please upload this report using the Old Testament Interpretation Reading Link under the Assignments label of the Post-Module Coursework section of the Moodle site for this course. Please title your file for uploading with your last name (first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of this assignment. e.g. Hahn_Roger_Old Testament Interpretation Report.  

*Addresses Course Outcomes 2, 10, and CN7*

**7. Five Views Report** – At 11:55 p.m., CST on Monday, November 12, 2012, a (double-spaced, typed) report of 800-1000 words reviewing and evaluating the book edited by Porter and Stovell will be due. The review should give a brief description of each of the five views of hermeneutics and your best analysis of the strengths and weaknesses of each approach. You should conclude your essay with some observations on how you think Biblical Interpretation should be done given the five views laid out in the book. Please submit this report using the FiveViews Report Link under the Assignments label of the Week 9 section of the Moodle site for this course. Please title your file for uploading with your last name (first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of this assignment. e.g. Hahn_Roger_Five Views Report.  

*Addresses Course Outcome 2*

**8. Green Report** – At 11:55 p.m., CST on Monday, November 19, 2012, a (double-spaced, typed) report of 400-500 words summarizing and evaluating the book by Green will be due. Attention should be given to identifying the key concepts in this book. In response to Green's final chapter indicate whether you think a Wesleyan hermeneutic is possible or not. If you believe it is, give indications of what it might look like or what factors should be considered in constructing a Wesleyan hermeneutic. If you do not think a Wesleyan hermeneutic is possible give your reasons for this position. Please submit this report using the Green Report Link under the Assignments label of the Week 10 section of the Moodle site for this course. Please title your file for uploading with your last name (first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of this assignment. e.g. Hahn_Roger_Green Report.  

*Addresses Course Outcomes 1, 2, 5, 9, 11, 12, CN7 and C14*

**9. Exegetical Paper** - The major project for the class will be a full exegesis paper of 4000 to 5000 words. By Reading and Research week each student should select a passage of Scripture upon which to do this exegetical report and have it approved by the Professor.
The exegesis paper should contain full historical, cultural, literary, and theological exegesis of the passage and a brief (no more than 500 words) statement of the direction contemporary application could go with the passage based on the exegesis. It should also include a section on the interpretation of the passage by significant interpreters in Christian history such as Origen, Chrysostom, Augustine, Luther, Calvin, Wesley, etc. The paper should be constructed using the style of Turabian. Extensive footnotes and bibliography are expected. The paper will be due at 11:55 p.m., CST on Monday, December 10, 2012. Please submit this paper using the Exegesis Paper Link under the Assignments label of the Week 13 section of the Moodle site for this course. Please title your file for uploading with your last name(first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of this assignment. e.g. Hahn_Roger_Exegesis Paper. \( (Addresses\ Course\ Outcomes\ 2, 6, 7, 8, 11, 13, \ CN \ 16, \ and \ CN \ 17) \)

10. Class Participation and Instructor Interview – Class participation in discussion questions, small group work, and class exercises are an important part of the learning process. Your attendance and participation will be considered the final grade. If a student is absent 4 Block sessions, the professor may automatically fail the student. Around the time of Reading and Research Week all students should make an appointment to spend 20-30 minutes with the instructor for a time of getting personally acquainted. I will be asking you about your home, your family, your call and sense of future ministry. Feel free to ask me anything you would like. You should also clear the passage you want to use for your exegetical paper. Following the interview turn in a single page summary of the interview with your name, the date of the interview, the passage for your exegetical presentation, and a summary of the things you learned about me and the things you think I learned about you. The interview (and report) should be completed by Monday, November 26, 2012 at 11:55 p.m., CST. Turn in this report by uploading it with the Instructor Interview Link under the Assignments label of the Week 11 section of the Moodle site for this course. Please title your file for uploading with your last name(first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of this assignment. e.g. Hahn_Roger_Instructor Interview Report. \( (Addresses\ Course\ Outcomes\ 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, \ CN7, \ CN14, \ CN15, \ and \ CN16) \)

Course Evaluation – Near the end of the semester a course evaluation will be made available on the Final Course Evaluation link in the Week 13 section of the Moodle site for this course enabling you to evaluate the class. Please complete it after you have finished your final assignment for the course, but no later than Wednesday, December 12, 2012. Its purpose is to provide feedback to the professor to improve the course. The professor will never see your individual evaluation. It will be combined with the responses of all your classmates and delivered to him through a third party to provide you with complete anonymity. Specific comments or suggestions you make will be printed without your identification as part of the combined course evaluation given to the professor. The professor’s peer accountability partners may view the results of the combined course evaluation.
**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>36</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>58</td>
</tr>
<tr>
<td>Writing</td>
<td>48</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>2</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>159</strong></td>
</tr>
</tbody>
</table>

**Method for Submitting Assignments**

Please use the links provided on the Moodle site for this course to turn in reports and assignments. Please title your file for uploading with your last name (first letter capitalized), underscore, your first name (first letter capitalized), underscore, and the title of this assignment. e.g. Hahn_Roger_Old Testament Interpretation Report.

**Form and Style Expectations**

Learning to follow the instructions of style manual is part of the process of learning to write at the graduate level and for publication. Careful attention to the form and style of your work is expected according to the following instructions.

The Exegetical Paper should be written according to the guidelines of Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: IL: The University of Chicago Press, 2007. More detailed treatment of form and style issues can be found in the *Chicago Manual of Style*, 15th ed. Chicago, IL: The University of Chicago Press, 2003. For guidance with footnote and bibliography forms for commentaries that are multi-volume or in a series see *The SBL Handbook of Style*. Peabody, MA: Hendrickson Publishers, 1999. 61ff. The Major Research Project should include a title page, numbered pages, footnotes according to Turabian or the *SBL Handbook* and bibliography of works cited according to Turabian or the *SBL Handbook*. You should also note the instructions of Turabian regarding margins, font size, and subheads (under Text: Section and Subsection).

You may indicate page numbers in parentheses for the three book reports/evaluations, but do not need other documentation for those assignments.

**Inclusive Language**

NTS 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, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.
Policy Regarding Late Work & Missed Exams
The grade(s) for assignments submitted through the appropriate assignment tabs in the appropriate weeks may be reduced by 10% if they are late and 20% per week late. Rescheduling the quizzes must be done with the professor in advance of the quiz due date.

Additional Costs
There are no additional costs required for this course beyond tuition, fees, and textbook costs.

Course Grading
Class work will contribute to the final course grade according to this formula:
- 5 Quizzes @ 4% each: 20%
- 8 Worksheets @ 2% each: 16%
- Class Exercises: 7%
- Old Testament Outside Reading Report: 8%
- Green Report: 8%
- Five Views Report: 9%
- Exegetical Paper: 25%
- Participation, Attendance, etc.: 7%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance
Attendance at classes is essential for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. Note that according to the NTS Student Handbook, if a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit/Week</th>
<th>Class Topics: A – 1:30-2:55; B – 3:05-4:30</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 11</td>
<td>0/1</td>
<td>No Class Meeting– Professor in Costa Rica</td>
<td><strong>Reading:</strong> Klein, <em>et. al.</em> chapters 1 and 5; Bray, chapter 1. <strong>Terminology Quiz</strong> due – Sept. 17</td>
</tr>
<tr>
<td>Sept 18</td>
<td>1/2</td>
<td>A: Syllabus Review; Intro. to Hermeneutics B: Foundational Issues-Inspiration/Authority – Class Exercise 1</td>
<td><strong>Reading:</strong> Klein, <em>et. al.</em>, chapters 4 and 6. <strong>Quiz on Canon, Translations, and Textual Criticism</strong> – Sept. 24</td>
</tr>
<tr>
<td>Oct 2</td>
<td>2/4</td>
<td>A: Interpretation within the Bible; Jewish Methods of Interpretation; Class Exercise 3 B: Role of the OT in NT – Class Exercise 4</td>
<td><strong>Reading:</strong> Klein, <em>et.al.</em>, pp. 31-50; Bray, chapters 5-8. <strong>Bray Quiz 2</strong> – Oct. 8</td>
</tr>
<tr>
<td>Oct 9</td>
<td>2/5</td>
<td>A: Patristic, Medieval, and Reformation Exegesis B: Textual Criticism; Class Exercise 5; Historical Exegesis</td>
<td><strong>Reading:</strong> Klein, <em>et.al.</em>, pp. 50-101; Bray, chapters 9-13. <strong>Bray Quiz 3</strong> – Oct. 15</td>
</tr>
<tr>
<td>Oct 16</td>
<td>2/6</td>
<td>A: Enlightenment and 19th century exegesis; Class Exercise 6 B: Review Worksheet 1; Cultural Exegesis</td>
<td><strong>Reading:</strong> Klein, <em>et.al.</em>, pp. 229-240. <strong>Worksheet 2</strong> – due Oct. 29</td>
</tr>
<tr>
<td>Oct 23</td>
<td>-/7</td>
<td>Reading and Research Week:</td>
<td>No Class Meeting</td>
</tr>
<tr>
<td>Nov 6</td>
<td>4/9</td>
<td>A: Context/Book Reading; Class Exercise 7; Genre Criticism B: Genre and Form Criticism; Class Exercise 8</td>
<td><strong>Reading:</strong> Klein, <em>et. al.</em> pp. 273-319 <strong>Five Views Report</strong> – due Nov. 12</td>
</tr>
<tr>
<td>Nov 13</td>
<td>4/10</td>
<td>A: Source and Redaction Criticism B: Composition/Narrative Criticism; Class Exercise 9</td>
<td><strong>Reading:</strong> Klein, <em>et. al.</em>, pp. 240-272 <strong>Green Report</strong> – due Nov. 19 <strong>Worksheet 3</strong> – due Nov. 19</td>
</tr>
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<td>Nov 20</td>
<td>4/11</td>
<td>A: Review Worksheet 3; Syntactical Analysis B: Grammatical Analysis; Class Exercise 10</td>
<td><strong>Worksheet 4</strong> – due Nov. 26 <strong>Class Exercises</strong> – due Nov. 26 <strong>Instructor Interview</strong> – due Nov. 26</td>
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<tr>
<td>Nov 27</td>
<td>4/12</td>
<td>A: Review Worksheet 4; Word Studies – Resources</td>
<td><strong>Reading:</strong> Klein, <em>et. al.</em>, pp. 451-504</td>
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<tr>
<td>Date</td>
<td>Assignment(s)</td>
<td>Due Date(s)</td>
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<tr>
<td>Dec 4</td>
<td>A: Review Worksheets 5 and 6</td>
<td>Dec. 3</td>
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<td></td>
<td>B: Application</td>
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<td>Dec 11</td>
<td>A: Review Worksheet 7; Class Summary</td>
<td>Dec. 11</td>
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<td>B: Spiritual Reading; Worksheet 8</td>
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<td><strong>Worksheet 5 – due Dec. 3</strong></td>
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<td><strong>Worksheet 6 – due Dec. 3</strong></td>
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<td><strong>Worksheet 7 – due Dec. 10</strong></td>
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<td><strong>Exegetical Paper – due Dec. 10</strong></td>
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<td><strong>Worksheet 8 – due Dec. 11</strong></td>
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**Bibliography**

**Old Testament Interpretation**


**General Texts in Hermeneutics and Exegetical Method**


Revelation, Inspiration, and Authority of Scripture


**Textual Criticism, Canon, and Translation**


Metzger, Bruce M. *The Text of the New Testament: Its Transmission, Corruption, and

The History of and Contemporary Issues in Interpretation


**Historical Method**

Literary Methods and Issues

Sternberg, Meir. The Poetics of Biblical Narrative: Ideological Literature and the Drama of

Cultural, Sociological, and Social-Scientific Approaches


Theological Issues in Interpretation


**Applied Hermeneutics/Contextualization**


Resources

You should become familiar with the basic format and content of each of the following resources in such a way that you can select the resource that provides the kind of information you need.

Anchor Bible
Anchor Bible Dictionary
Calvin's Commentaries on the Bible
The Bible Speaks Today
The Daily Study Bible
Dictionary of Jesus and the Gospels
Dictionary of New Testament Background
Dictionary of Paul and His Letters
Dictionary of the Old Testament: Pentateuch
Dictionary of the Old Testament: Historical Books
Dictionary of the Old Testament: Wisdom, Poetry & Writings
Dictionary of the Old Testament: Prophets
Dictionary of Scripture and Ethics
Explanatory Notes on the New Testament (by John Wesley)
Explanatory Notes on the Old Testament (by John Wesley)
Harper's Bible Dictionary
Hermeneia
International Critical Commentary
International Standard Bible Encyclopedia
International Theological Commentary
Interpretation: A Bible Commentary for Teaching and Preaching
The Interpreter's Bible Dictionary
New Beacon Bible Commentary
The New Bible Dictionary
New International Biblical Commentary
The New International Commentary on the New Testament
The New International Commentary on the Old Testament
New International Dictionary of New Testament Theology
New International Dictionary of Old Testament Theology and Exegesis
The New Interpreter's Bible
The New Interpreter's Dictionary of the Bible
The Old Testament Library
Theological Dictionary of the New Testament
Theological Dictionary of the Old Testament
Theological Wordbook of the Old Testament
Tyndale New Testament Commentaries
Tyndale Old Testament Commentaries
Word Biblical Commentary
Study Guide 1 (for Terminology Quiz)

Accommodation
Allegory
Analogy of Faith
Analogy of Scripture
Audience-Oriented Interpretation
Author-Centered Interpretation
Biblical Theology Movement
Book of the Covenant, The
Canonical Criticism
Chronicler/Chronistic History
Close Reading
Contextualization
Covenant Form
Criteria of Authenticity
Cynicism
Dead Sea Scrolls
Deconstruction
Deuterocanonical
Deuteronomistic History
Diachronic
Diaspora
Discourse Analysis
Documentary Hypothesis
Dyad
Ethnohermeneutics
Exegesis
Feminist Criticism
Form Criticism
Four Document Hypothesis
Genre
Genre Criticism
Gnosticism
Griesbach Hypothesis
Haggadah
Halakah
Heilsgeschichte
Hellenism
Hermeneutical Circle/Spiral
Hermeneutics of Consent
Hermeneutics of Suspicion
Higher Criticism
Historical-Critical Method, The
Honor-Shame Society
Ideological Criticism
Intentional Fallacy
Intertextual Criticism
Kerygma
Kyrios
Lectionary
Lexicon
Liberation Hermeneutics
Linguistic Criticism
Literary Criticism
Marcionism/Marcionites
Meaning
Midrash
Mystery Religions
Nag Hammadi Library
Narrative Criticism
New Hermeneutic, The
Paraenesis
Pesher
Postcolonialism/Postcolonial Criticism
Rabbinic Hermeneutics
Reader-Response Criticism
Redaction Criticism
Religionsgeschichtliche Schule
Rhetorical Criticism
Sachkritik
Sensus Plenior
Septuagint
Sitz Im Leben
Social-Scientific Criticism
Socio-Rhetorical Criticism
Source Criticism
Structuralism
Synchronic/Synchrony
Textual Criticism
Theological Exegesis
Tradition Criticism
Two-Source Hypothesis
Typological Interpretation
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<td>King James Version (KJV)</td>
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<td>Living Bible, The (LB)</td>
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Study Guide 3 (for Quiz 1 on Bray (pp. 7-164))

2 fundamental characteristics of Judeo-Christian religion
Revelation and relationship with God
3 positions on the nature of Scripture – strengths and weaknesses
Canon
Hebrew canon
Septuagint canon
Samaritan canon
Apocrypha
Papias on written and oral tradition
Irenaeus
Marcion
Tatian – Diatesseron
Muratorian Fragment
Athanasius
Antilegomena/homologoumena/rejected
Formation of canon as act of interpretation
ex cathedra / magisterium / consensus
fidelium
testimonium internum Spiritus Sancti
Permanent tensions in biblical interpretation
Date writings assuming Scripture appear
Pharisees/Sadducees/Essenes/Samaritans/
Diaspora as interpreters
Hillel / Shammai
halakah
haggadah
Tosephta
Mishnah
Talmud
Philo
Josephus
Five Issues for Jewish Interpretation
Midrash
peshat and derash
nomological
Massorah
Qere – Ketiv
Middot
Qal wa-homer
mashal
7 rules of Hillel
Pesher
Jesus’ use of Jewish exegetical methods
Patterns of Early Church interpretation
Debates characterizing the Patristic Period

The two great traditions of Christian thought
4 stages of Patristic Interpretation
Justin Martyr
Irenaeus
Tertullian
Origen
Arius
Athanasius
Eusebius of Caesarea
Theodore of Mopsuestia
Josh Chrysostom
Ambrosiaster
Jerome
Augustine
Gregory the Great
5 Issues of Patristic biblical exegesis
Methods of interpretation in the stages of the patristic period
7 rules of Tyconius
Additions of Augustine
4 periods of the Middle Ages
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Bernard of Clairvaux,
Richard and Andrew of St. Victor
Hugh of St. Cher
Thomas Aquinas
Nicholas of Lyra
Jean Gerson
John Wycliffe
4 Issues for Medieval interpretation
Main features of lectio divina
3 parts of biblical study according to Thomas of Chobham
10 rules of John of Ragusa
4 things from medieval exegesis that remain valuable today
Study Guide 4 (for Bray Quiz 2 on Bray (pp. 165-375))

The quiz will be drawn from the following pages and persons:

pp. 165-169
Erasmus
J. Eck
J. Colet
Martin Luther
Melanchthon
Osiander
Bucer
Tyndale
Zwingli
J. Calvin
T. Beza
Coccerus
Turretin
Broughton and Ussher
Matthew Henry
pp. 189-209, 212-220
pp. 221-229
John Lightfoot
A. Cruden
John Wesley
Hugo de Groot (Grotius)
Richard Simon
J. Astruc
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Semler
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De Wette
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Wellhausen
Adam Clarke
J.A. Alexander
Benjamin Jowett
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S.R. Driver
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pp. 321-325
Lachmann
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Von Hamack
Gunkel
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Julicher
A. Schweitzer
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J.B. Lightfoot
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Christological Hymn
Chronicle
Comedy
Commissioning Story
Confessional Hymn/Statement
Conflict Story
Coronation Psalm
Covenant Form/Suzerainty Treaty
Covenant Lawsuit
Creed
Curse
Disputation
Doxology
Encomium
Encounter Story
Enthronement Psalm
Epic
Epigram
Epinicion
Example Story
Fable
Frame/Framework Story
Genealogy
Household Codes
Illustrative Story
Joy Formula
Lament
Legend
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Mashal
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Midrash
Myth
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Novella
Ode
Oracle
Panegyric
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Proverb
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Recognition Story
Request Formula
Rescue Story
Riddle
Royal Psalms
Sacramental Hymn
Saga
Saying(s)
Sign
Similitude
Speech
Tale
Thanksgiving
Theophany
Travelogue
Wisdom Sayings
Witness Story
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Acrostic  Narratio
Alliteration  Probatio
Anacolouthon  Prolepsis
Anaphora  Propositio
Antiphrasis  Refutatio
Antithesis  Synecdoche
Antonomasia  Topos
Aporia  Travel Motif
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