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. These elements will be accomplished through lecture, assigned readings and reports, quizzes, and interactive engagement of interpretative methods with selected texts in class discussion. This course is a recommended prior course for all exegetical and biblical theology courses at NTS.
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 and 5)
(2) recognize, describe, and practice the major methodologies employed in the past century of biblical interpretation, (Assignments 1, 3, 4, 5, 6, 7, 8, and 9)
(3) understand the terminology used in technical discussions of Scripture and interpretation, (Assignment 1)
(4) describe the way in which the Bible functions authoritatively in a community of faith, (Assignments 2, 4, 5, 6, 7, 8, and 9)
(5) follow the application of textual critical principles to analyze textual variants and arrive at a most probable reading of the original text, (Assignments 1 and 5)
(6) 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 3, 4, 5, 9, and 10)
(7) understand the usefulness of and use appropriately a variety of resources, (Assignments 5 and 10)
(8) describe the major theological themes of Old and New Testaments as a framework in which to interpret particular passages, (Assignments 5, 7, and 8)
(9) articulate an appropriate method of interpreting the Old Testament as Christian Scripture, (Assignments 5 and 7)
(10) distinguish formational and informational reading of Scripture and to engage in both, (Assignments 4 and 5)
(11) reflect on what constitutes a Wesleyan hermeneutic, (Assignments 5 and 8) and
(12) follow an appropriate strategy for suggesting contemporary application of a biblical passage. (Assignments 4, 5, 7, 8, and 9)

Church of the Nazarene COSAC Competencies
| CN 2 | Ability to identify the books of the Old Testament by genre (Assignments 3 and 5) |
| CN 7 | Ability to describe the major theological concepts of the Old Testament (Assignment 7) |
| CN 14 | Ability to identify and describe the major theological concepts of the New Testament (Assignments 5 and 8) |
| CN 15 | Ability to describe how the Bible came into being up to contemporary translations (Assignments 5 and 6) |
| CN 16 | Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignment 3, 4, 5, and 10) |
| CN 17 | Ability to exegete a passage of Scripture using the steps listed above (Assignment 10) |

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.

Bartholomew, Craig G. and Beldman, David J.H., eds. *Hearing the Old Testament: Listening for God’s*
Green, Joel B. Practicing Theological Interpretation: Engaging Biblical Texts for Faith and Formation.

**Recommended Texts & Course Materials**

Logos 5 Bible Software: Platinum Library

**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**

**Pre-Module Assignments**

Because of the intensive nature of this course it is essential that a significant portion of the textbook mastery be achieved prior to beginning the class sessions. The following assignments are designed for that purpose.

1. **Terminology Quiz** – Study the articles listed in the study guide 2 attached to this syllabus. The terms are defined in Tate’s Handbook for Biblical Interpretation: An Essential Guide to Methods, Terms, and Concepts. The Terminology Quiz will be available 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 Terminology Quiz.
quiz under the Quizzes label in the Pre-Module Coursework 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 a.m., CDT, Monday, June 2, 2014. *(Addresses Course Outcomes 2, 3, and 5)*

2. 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 the Pre-Module Coursework section 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, Friday, May 16.

   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, Friday, May 23.

   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, Friday, May 30.

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

Requirements During the Module Sessions *(Module Assignments)*

3. 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 Day 1 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 final Module session on June 6. If you submit them digitally they will be due at 11:55 p.m. CDT on Monday, June 9. They may be submitted digitally via the Class Exercises link under the Assignments label in the Post-Module Coursework 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 and 6 and CN2)*

4. Worksheets – Beginning Tuesday, June 3, worksheets will be assigned as part of the learning requirements for the following topics:

   Worksheet 1 – Historical Exegesis
   Worksheet 2 – Cultural Exegesis
   Worksheet 3 – Word Studies
   Worksheet 4 – Theological Exegesis
   Worksheet 5 – Application
   Worksheet 6 – 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 on the Day 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 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 Day 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 #. There will be 6 worksheets assigned though some may be added to in class. (Addresses Course Outcomes 2, 4, 6, 10, 12, and CN16)

5. Class Participation – 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 more than one full day, the professor may automatically fail the student. (Addresses Course Outcomes 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, CN2, CN14, CN15, and CN16)

Post-Module Assignments

6. Canon, Translation, and Textual Criticism Quiz - Study the items listed in the Study Guide 1 attached to this syllabus. Information can be found in the Power Point “How We Got Our Bible – Canon, Text, Translations,” available on the course Moodle site and most are in Tate’s Handbook for Biblical Interpretation: An Essential Guide to Methods, Terms, and Concepts. 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 1, 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, Friday, June 20, 2014. (Addresses Course Outcomes 2, 4 and CN15)

7. Old Testament Interpretation – Hearing the Old Testament You are required to read the Preface, chapters 1-9, 16, and two chapters of your choice from chapters 10-15 from Hearing the Old Testament edited by Bartholomew and Beldman. A (double-spaced, typed) report of 500-700 words summarizing and evaluating this reading will be due at 11:55 p.m., CDT on Friday, June 27. 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, 4, 6, 8, 9, 12, and CN7)

8. Green Report – At 11:55 p.m., CDT on Thursday, July 3, a (double-spaced, typed) report of 400-500 words summarizing and evaluating the book Practicing Theological Interpretation by Green will be due. Attention should be given to identifying the key concepts in this book and comparing them to the
material covered in class during the lecture section. Feel free to engage the question of a Wesleyan way of reading Scripture. Please submit this report using the Green Report 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_Green Report. (Addresses Course Outcomes 2, 4, 8, 12, CN14)

9. Future of Biblical Interpretation Report – At 11:55 p.m., CDT on Friday, July 11, a (double-spaced, typed) report of 800-1000 words reviewing and evaluating the book Future of Biblical Interpretation edited by Porter and Malcolm will be due. The review should give evidence that the entire book has been read. You should describe the ways in which you believe this course as a whole has corresponded or not corresponded to the concerns raised in the book. Please submit this report using the Future of Biblical Interpretation Report 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_Future of Biblical Interpretation Report. (Addresses Course Outcomes 2, 4, 6, and 12)

10. 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., CDT on Friday, July 13. Please submit this paper using the Exegesis Paper 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_Exegesis Paper. (Addresses Course Outcomes 6, 7,CN 16, and CN 17)

Course Evaluation – Near the end of the summer a course evaluation will be made available on the Final Course Evaluation link in the Post-Module Coursework 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 Thursday, July 24. 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 class mates 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
**Face-to-face Class Sessions**

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<th>32</th>
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| Online Participation in forums, groups, etc. | 0   | 0   |
| Reading                                       | 35  | 0   | 34  |
| Writing                                       | 0   | 0   | 40  |
| Other Assignments and Learning Activities     | 0   | 12  |
| Exams & Quizzes                              | 12  | 0   | 3   |
| **TOTAL**                                    | 41  | 44  | 77  |

**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%
- 6 Worksheets @ 3% each = 18%
- Class Exercises = 7%
- *Hearing the Old Testament* Reading Report = 10%
- Green Report = 8%
- *Future of Biblical Interpretation* Report = 7%
- Exegetical Paper = 25%
- Participation, Attendance, etc. = 5%

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 the following statement from the *Student Handbook*:
If a student is absent four or more weeks of the semester or 2 ½ or more days in a summer session, 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.

**Audio and Video Recordings**
In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of
the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>April 21-27</td>
<td>1 Pre-Module</td>
<td>Read Klein, Blomberg, and Hubbard, Chapter 1, pp. 3-21 Prepare for Terminology Quiz</td>
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<tr>
<td>April 28 - May 4</td>
<td>2</td>
<td>Read Klein, Blomberg, and Hubbard, Chapter 2, pp. 23-62 Prepare for Terminology Quiz</td>
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<tr>
<td>May 5-11</td>
<td>3</td>
<td>Read Klein, Blomberg, and Hubbard, Chapter 4, pp. 103-131 Prepare for Terminology Quiz</td>
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<td>May 12-18</td>
<td>4</td>
<td>Read Klein, Blomberg, and Hubbard, Chapter 5, pp. 135-168 Read Bray, pp. 7-164, Prepare for Bray Quiz 1 <strong>Bray Quiz 1 due Friday, May 16</strong> Prepare for Terminology Quiz</td>
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<tr>
<td>May 19-25</td>
<td>5</td>
<td>Read Bray, pp. 165-375, Prepare for Bray Quiz 2 <strong>Bray Quiz 2 due Friday, May 23</strong> Prepare for Terminology Quiz</td>
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<tr>
<td>May 26 - June 1</td>
<td>6</td>
<td>Reading Bray, pp. 376-588, Prepare for Bray Quiz 3 <strong>Bray Quiz 3 due Friday, May 30</strong> Prepare for Terminology Quiz Read Klein, Blomberg, and Hubbard, Chapter 6, pp. 169-209</td>
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<tr>
<td>June 2-6</td>
<td>7 Face to Face</td>
<td><strong>Terminology Quiz due Monday, June 2, (11:55 am)</strong> Worksheet 1 due Tuesday, June 3 Worksheet 2 due Wednesday, June 4 Worksheet 3 due Thursday, June 5 Worksheet 4 due Friday, June 6 Handwritten Class Exercises due Friday, June 6</td>
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<td>June 7-15</td>
<td>8</td>
<td>Reading and Research Week</td>
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<td>June 16-22</td>
<td>9 Post-Module</td>
<td>Read Klein, Blomberg, and Hubbard, chapter 12, pp. 477-504 Digital Class Exercises due Monday, June 9 Worksheet 5 due Monday, June 9 Worksheet 6 due Monday, June 9</td>
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<tr>
<td>June 23-29</td>
<td>10</td>
<td><strong>Hearing the Old Testament Reading Report due Friday, June 27</strong> Read Klein, Blomberg, and Hubbard, chapter 9, pp. 323-398</td>
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<td>June 30</td>
<td>11</td>
<td>Read Klein, Blomberg, and Hubbard, chapter 10, pp. 399-450</td>
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- July 6 | Green Report due Thursday, July 3
July 7-13 | 12 | Read Klein, Blomberg, and Hubbard, chapter 7, pp. 213-272
| 13 | Future of Biblical Interpretation Report due Friday, July 11
July 14-20 | Read Klein, Blomberg, and Hubbard, chapter 8, pp. 273-322
July 21-25 | 14 | Course Evaluation due Thursday, July 24
| Exegesis Paper due Friday, July 25

Module Calendar

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<tr>
<th>Day/Date</th>
<th>8:00-9:55</th>
<th>10:05-12:00</th>
<th>1:00-2:55</th>
<th>3:05-5:00</th>
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<tr>
<td>Mon. June 2</td>
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<td>Syllabus and Bibliography Review Introductory Matters</td>
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<td>Foundational Issues – Inspiration, Canon, Authority, Translation Theory, Versions</td>
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<tr>
<td>Tues. June 3</td>
<td>Interpretation w/in the Bible Jewish Methods, Class Exercise 1</td>
<td>Role of OT in NT Class Exercise 2, Patristic Exegesis</td>
<td>Medieval and Reformation Exegesis</td>
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<td>Historical Exegesis, Review Worksheet 1 Cultural Exegesis</td>
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<td>Weds. June 4</td>
<td>Post Reformation Exegesis, Class Exercise 3</td>
<td>Review Worksheet 2, Textual Criticism, Class Exercise 4</td>
<td>Context – Class Exercise 5 Genre and Form Analysis</td>
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<td>Class Exercise 6 Source and Redaction Analysis</td>
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<td>Thurs. June 5</td>
<td>19th and 20th century Interpretation</td>
<td>Class Exercise 7 Composition Criticism, Narrative</td>
<td>Class Exercise 8 Syntactical Analysis, Class Exercise 9</td>
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<td></td>
<td>Grammatical Analysis, Class Exercise 10, Word Study, Review Worksheet 3</td>
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<tr>
<td>Fri. June 6</td>
<td>Theological Exegesis, Review Worksheet 4</td>
<td>Application, Worksheet 5, Formational Reading Post Class Assignments</td>
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</tbody>
</table>

Bibliography

Old Testament Interpretation

**General Texts in Hermeneutics and Exegetical Method**


Revelation, Inspiration, and Authority of Scripture


Textual Criticism, Canon, and Translation


**The History of and Contemporary Issues in Interpretation**


Uffenheimer, Benjamin and Reventlow, Henning Graf, eds. *Creative Biblical Exegesis: Christian and

**Historical Method**


**Literary Methods and Issues**


**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 Quiz on Canon, Translations and Textual Criticism)

Agrapha
Alexandrian Text
American Standard Version
Anchor Bible
Annotated Bible
Antilegomena
Apocalypse
Apocalyptic
Apocrypha
Apocrypha, New Testament
Aramaic
Assimilation
Autograph
Bible, English Translations of
Bishop’s Bible
Byzantine Text
Caesarean Text
Canon
Canonization Process
Catholic Canon
Codex
Conflate Reading
Contemporary English Version
Coverdale Bible
Critical Apparatus
Daughter Translation
Deuterocanonical
Didache
Dittography
Douay Bible
Dynamic Equivalence Translation
English Revised Version
Family of Texts
Geneva Bible
Good News Bible
Great Bible
Greek, Koine,
Gutenberg Bible
Hapax Legomenon
Haplography
Hebrew
Hexapla
Jerusalem Bible
Ketubim

Living Bible, The
Masoretic Text/MT
Matthew’s Bible
Megillah
Message, The
Minuscules
Muratorian Canon
New American Bible
New American Standard Bible
New English Bible
New International Version of the Bible
New Jerusalem Bible
New King James Version
New Revised Standard Version
New World Translation of the Bible
Palimpsest
Papyrus Manuscripts
Paraphrase
Parchment/Vellum
Peshitta
Pseudepigrapha/Pseudepigraphy
Received Text(TEXTUS RECEPTUS
Revised English Bible
Revised Standard Version
Revised Version of the Bible/RV
Samaritan Pentateuch
Septuagint
Targum
Textual Criticism
Textus Receptus
Today’s English Version
Torah
Translation
Transliteration
Tyndale’s New Testament
Uncial
Variant Reading
Verbal Equivalence/Translation
Version
Vulgate
Western Text
Wycliffe Bible
King James Version
<table>
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<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Accommodation</td>
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<td>Biblical Theology Movement</td>
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<td>Book of the Covenant, The</td>
<td>Linguistic Criticism</td>
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<td>Literary Criticism</td>
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<td>Chronicler/Chronistic History</td>
<td>Marcionism/Marcionites</td>
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<td>Close Reading</td>
<td>Meaning</td>
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<td>Re*ligionsgeschichtliche Schule</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
Athenasius
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
Athenasius
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
Bede
Hugh of St. Victor
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
Turrettin
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
Spener
J.A. Bengel
Reimarus
Semler
Griesbach
Eichhorn
Gabler
G. Bauer
pp. 249-268
pp. 270-276
De Wette
Gesenius
Ewald
Hengstenberg
Keil and Delitzsch
Von Hoffmann
Wellhausen
Adam Clarke
J.A. Alexander

Benjamin Jowett
Fairbairn
Spurgeon
W.R. Smith
S.R. Driver
pp. 298-319
pp. 321-325
Lachmann
F.C. Baur
Tischendorf
Bruno Bauer
H.J.Holtzmann
Schurer
Kahler
B and J Weiss
Wrede
Bousset
Von Harnack
Gunkel
Zahn
Deissmann
Schlatter
Julicher
A. Schweitzer
H. Alford
J.B. Lightfoot
Hatch
Edersheim
Hort
A.B. Bruce
Westcott
H.C.G. Moule
Sanday
Plummer
G.F. Moore
B.W. Bacon
W. M. Ramsay
Renan
F. Godet
A. Loisy
pp. 350-375
Literary Forms

Acrostic
Admiration Story
Aetiology/Etiology
Annals
Annunciation Story
Aphorism
Apodictic Law
Apophthegm
Aretalogy/Miracle Story
Autobiography
Beatitude/Blessing
Benediction
Call/Calling Story
Canticle
Casuistic Law
Catalog of Vices/Virtues
Chria
Christological Hymn
Chronicle
Comedy
Commissioning Story
Confessional Hymn/Statement
Conflict Story
Coronation Psalm
Covenant Form/Suzerainty Treaty
Covenant Lawsuit
Creed
Curse
Diatribe
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
Lists of Circumstances/Rules of Behavior
Logia
Mashal
Meditative Hymn
Midrash
Myth
Nativity Hymns
Novella
Ode
Oracle
Panegyric
Parable
Paradigm
Paraenesis
Peace Wish
Penitential Psalms
Pronouncement Story/Sayings
Prophetic Oracle
Proverb
Provision Story
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
Rhetorical or Literary Devices

Acrostic
Alliteration
Anacoluthon
Anaphora
Antiphora
Antithesis
Antonomasia
Aporia
Apostrophe
Argumentatio
Asyndeton
Captatio Benevolentiae
Caricature
Chiasmus
Climactic Parallelism
Climax
Complication
Conclusio
Contrast
Defense Speeches
Deliberative Rhetoric
Dispositio
Ellipsis
Envelope Structure
Epideictic Rhetoric
Epiphora
Euphemism
Exordium
Falling Action
Fixed pairs
Hendiadys
Hyperbole
Inclusio
Intensification
Invective
Irony
Journey Motif
Judicial Rhetoric
Juxtaposition
Lead Words