

## **BIBLICAL HERMENEUTICS (BSHM 5310)**

New Orleans Baptist Theological Seminary

Biblical Studies Division—Fall 2015

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### **NOBTS MISSION STATEMENT:**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

### **COURSE PURPOSE, CORE VALUE FOCUS, AND CURRICULUM COMPETENCIES:**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught, with “doctrinal integrity” and “academic excellence” especially highlighted in this course. The seminary is emphasizing the core value of “missions focus” this year and encourages all to focus especially on that facet.

NOBTS also has seven basic competencies that guide our Masters degree programs: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual & Character Formation, and Worship Leadership. This course addresses the “Biblical Exposition” competency especially by helping the student learn to interpret the Bible accurately.

### **COURSE DESCRIPTION:**

This course is a study of the principles of biblical interpretation, an introduction to the major resources available for biblical interpretation, and an exegetical study of selected passages from the various types of biblical literature. The major focus of the course is practical—the course goal is that the students develop sound methods of exegesis and application of biblical texts.

### **STUDENT LEARNING OUTCOMES:**

The objectives of this course include the following:

1. Students should understand the guidelines for interpreting the various genres of the Bible.
2. Students should gain an increased appreciation for how solid exegesis is essential for accurate proclamation and teaching of the message of the Bible
3. Students should acquire the ability to apply a sound exegetical method for interpreting the text

### **COURSE TEACHING METHODS:**

The goals of this course dictate in large part the teaching methods. Readings and lectures are central to covering the knowledge base needed for the course. Handing numerous texts from the Bible in class discussions and student groups helps build an appreciation for sound exegesis of the Bible. Elaborating word studies, background studies, and an exegetical project/paper aids in the use and development of the student’s skills as an exegete.

### **TEXTBOOKS:**

The basic texts include the following:

- Bible in modern translation: RSV, NRSV, NASV, NIV, GNB, NLT
- Fee and Stuart, *How to Read the Bible for All Its Worth* (= FS)
- Klein, Blomberg, and Hubbard, *Introduction to Biblical Interpretation* (= KBH)

Each student should acquire a Bible Software program, with one required for those in a specific Biblical Studies degree (like the MA in Biblical Studies, or the MDiv in Biblical Studies or Biblical Languages). The following are recommended by the Biblical Studies Division: Logos, BibleWorks, and Accordance. For those not majoring in biblical studies or in a Biblical Studies degree program, a free program from online can be used such as <http://mywsb.com> , <http://crosswire.org> and <http://www.e-sword.net> . Please consult with the professor if you have questions on this, and know that special discounts on the three major programs are available for NOBTS students.

## **COURSE REQUIREMENTS AND GRADING:**

**(NOTE: THE LATE PENALTY ON ALL ASSIGNMENTS IS FIVE POINTS PER DAY)**

1. **Reading Quizzes (10%).** Students are to read the portions of the required texts prior to coming to class on the day for which the readings are noted in the class schedule below. A quiz will be given at the start of the class period on the assigned readings.

2. **Book and Genre Background Study (10%).** Compile a background study about the genre-specific characteristics for the book for an assigned passage as well as the historical setting of the book (author, recipients, etc.). 2-4 pages. Due at the *beginning of class* September 24.

3. **Specific Passage Background Study (10%).** Compile a historical and literary background study for the assigned passage. This includes the context of the passage within the larger argument of the book and within the scope of the surrounding passages immediately before and after the assigned passage in the book. 2-4 pages. Due at the *beginning of class* Oct 8.

4. **Words and Phrases Background Study (10%).** Complete a background study on some of the specific words and phrases within the assigned passage. For example, this could be on Pharisees if they are mentioned in the passage. 2-4 pages. Due at the *beginning of class* Oct. 27.

5. **Project (30%).** The major project in the course is an exegetical paper, which is to be produced in two stages (specific instructions found at the end of the syllabus).

(1) **First stage (15%).** The *first stage* is a thorough exegetical study that is to follow the attached guidelines, 10-15 pages in length. At the end of this stage, the student should have gathered all the essential knowledge about the text and be ready to begin constructing a sermon or a teaching lesson. Due Nov. 19.

(2) **Second stage (15%).** The *stage two paper* is a polished paper, 5-6 text pages in length, presenting the information gathered in the first stage in ready-to-deliver form. The purpose of this stage is to synthesize the data you have gathered in the first two stages into a well-written presentation. The paper may take either of two forms: (1) a sermon manuscript, i.e., written out word-for-word, ready to deliver orally, or (2) a teaching and plan, fully developed. In either case, this stage should have an interesting introduction, developed body, and a conclusion that ties the paper together. Thus, this stage contrasts in presentation with the first stage, in that the first stage is merely a step-by-step distillation of your findings, whereas the second stage is a finished and polished work. More detailed instructions for this stage are attached. Due Dec. 10.

6. **Sectional Exam (10%)** This test covers the material covered up to the point of the exam in a variety of question formats such as objective, matching, fill-in-the-blank, and discussion questions.

7. **Final Exam (20%) (Skill based, take-home format)**

8. **Extra Credit.** (up to +3 points on final average) Review one or more of the following books (2 to 3 pages, credit = up to 1 point per 150 pages read and reviewed, and cannot be a book read for another course, **DUE ON OR BEFORE Dec. 10**)

- Corley, Lemke, and Lovejoy. *Biblical Hermeneutics*, 2<sup>nd</sup> ed.
- Dyrness, William. *How Does America Hear the Gospel?*
- Felder, Cain Hope, ed. *Stony the Road We Trod*
- Kaiser, Walter C. and Moises Silva. *An Introduction to Biblical Hermeneutics: The Search for Meaning*
- Silva, Moises. *Foundations of Contemporary Interpretation*
- Sire, James W. *The Universe Next Door*
- Stein, Robert H. *Playing by the Rules: A Basic Guide to Interpreting the Bible*

- Webb, William J. *Slaves, Women & Homosexuals: Exploring the Hermeneutics of Cultural Analysis*
- Wright, Christopher J. H. *Knowing Jesus Through the Old Testament*

Please note that the Second Stage paper will include the following embedded assignment and grading rubric:

**Student Learning Outcomes:**

1. The student will be able to understand the principles guiding the exegetical process for biblical interpretation.
2. The student will be able to use appropriate tools, resources, and methods to apply sound exegetical principles toward biblical interpretation.
3. The student will be able to communicate clearly the meaning of the biblical text to a contemporary audience.

**Assignment Description:**

1. Using the research developed in the Stage One portion of the exegesis paper, write a polished, 7-8 page paper demonstrating the understanding of appropriate principles guiding the exegetical process for the particular genre assigned.
2. Indicate the use of appropriate tools, methods, and resources in the application of sound exegetical principles.
3. Communicate the meaning of the text, keeping in mind the contemporary audience.
4. The paper may take two forms: 1) a ready to deliver, word-for-word, sermon manuscript; 2) a teaching article, such as an article for *Biblical Illustrator*.

DOMAIN	LEVEL	INADEQUATE (0 POINTS)	BASIC (1 POINT)	COMPETENT (2 POINTS)	GOOD (3 POINTS)	EXCELLENT (4 POINTS)
UNDERSTANDING The Student:	Understood the principles guiding the exegetical process for biblical interpretation					
APPLICATION The Student:	Used appropriate tools to apply sound exegetical principles toward biblical interpretation					
COMMUNICATION The Student:	Communicated clearly the meaning of the biblical text to a contemporary audience					

**SCHEDULE AND ASSIGNMENTS: (FS = Fee & Stuart; KBH = Klein, Blomberg, & Hubbard)**

Aug. 25	Introduction and Components of a Model
Aug. 27	Developing a Philosophy of Interpretation, the History of Biblical Interpretation (FS: 17-32; KBH: chap. 1)
Sept. 1	The History of Biblical Interpretation (KBH: chap. 2 & 3)
Sept. 3	Crossing Cultures and Worldviews to Interpret the Bible
Sept. 8	Principles and Process of Interpretation (KBH: chap. 5 & 6)
Sept. 10	Interpreter, Goal, and Application (KBH: chap. 11 & 12)
Sept. 15	Translations, Basic Tools (FS: 33–54; 265–275)
Sept. 17	Library Practicum; Basic Tools for Interpretation
Sept. 22	Background Studies: A Review of Various Types and Levels (KBH: chap. 4, 7, & review the annotated bibliography at the end of the book)
Sept. 24	General Rules for Interp., Practicum on Bible Software; <b>BACKGROUND STUDY #1 DUE!</b>
Sept. 29	<b>MID-TERM EXAM</b>
Oct. 1	Interpreting the Epistles (FS: 55–88)
Oct. 6	Interpreting the Epistles (KBH: ch. 10 Epistles);
Oct. 8	Interpreting OT Narrative (FS: 89–106); <b>BACKGROUND STUDY #2 DUE!</b>
Oct. 13	Interpreting OT Narrative (KBH:chap. 9 Narratives)
Oct. 15	Interpreting Law (FS: 163–180, KBH: chap. 9, Section=Law)
Oct. 19-23	FALL BREAK
Oct. 27	Interpreting Law (KBH: chap. 9 Law; <b>BACKGROUND STUDY #3 DUE!</b>
Oct. 29	Interpreting Wisdom (KBH: chap. 9 Wisdom, FS: 225-248)
Nov. 3	Interpreting the Gospels (FS: 149–162)
Nov. 5	Interpreting the Gospels (FS: 149–162)
Nov. 10	Interpreting the Parables (FS: 149–162)
Nov. 12	Interpreting NT Narrative: Acts (FS:107–26; KBH: chap. 10 Acts)
Nov. 17	Interpreting Prophets (FS: 181–204)
Nov. 19	Interpreting Prophets (KBH: chap. 9 Prophecy) <b>STAGE ONE OF PAPER DUE</b>
Dec. 1	Interpreting Psalms (FS: 205–224)
Dec. 3	Interpreting Psalms (KBH: chap. 9 Poetry)
Dec. 8	Interpreting Apocalyptic – Revelation (FS: 249–264);
Dec. 10	Interpreting Apocalyptic – Revelation (KBH: chap. 10 Revelation); <b>STAGE TWO PAPER DUE</b>
Dec 15-17	<b>TAKE HOME FINAL DUE AT EXAM TIME</b>

## GUIDELINES FOR EXEGETICAL PAPER

### Stage One

This paper assignment contains the primary steps to be taken in a full-blown exegesis of a Biblical passage. When it is completed, you should be ready to add the homiletical components of sermon preparation and then to preach the sermon. The paper *must* follow the following steps, *in order*. In your paper, please give each heading and then do the work asked for. This paper is *not* a typical term paper in the sense of having an ordered introduction, statement of purpose, development of thought, and conclusion. These are not needed. You should begin on the first page with the “Text” section and proceed through the paper according to the outline below. The final product will be a collection of the separate sections below, but they are all ordered in a logical sequence that should help in sermon preparation. (For more instructions on the mechanics of producing the paper, see the last page.) Note that the work going into this paper will undoubtedly be more than you will have available to you week-by-week for sermon preparation. However, in doing this in-depth exercise, you should learn the essential steps for a proper exegesis. The more you do this, the easier it will become and the more it will be second nature to you. Enjoy!

1. **Text.** Write out the text of the passage chosen, *single-spaced*, including verse numbers *and* indications of your own paragraph divisions, from one of the following translations: KJV, NKJV, ASV, NASB, RSV, NRSV, NIV, NJPSV, REB, RAB, NLT. (**1 page**), making notes when there are major content-related translation differences (just put these in the text as parenthetical notes).
2. **Historical Background.** The focus here is on information not directly gathered from the text itself or its literary contexts (i.e., things such as dates, international situation, etc.). Include here the major results of your sample historical background study. Also remember that you will need to do more general background study for the larger project, as well as other specific historical, cultural topical studies. Outside sources (such as Bible commentaries, dictionaries, encyclopedias, or histories) *should* be used here. (**2–4 pages**)
3. **Literary Context.** (1) Discuss the *placement* of the passage in its immediate and larger contexts within the book, and (2) justify the paragraph divisions you have provided above. Identify the theme of each paragraph in one sentence per paragraph. The theme may be a key sentence taken directly from the text *or* a statement in your own words. *Justify your judgment in each case (i.e., give your reasons for it)*. Look for clues in the immediately preceding and following contexts (the surrounding paragraphs and chapters) that show how the passage you are considering fits into its context (i.e., why it is where it is). Do not include major block quotes since much of this should be in your own words, although you can use sources to help form your thinking on this (with footnotes when appropriate to indicate the source of your thinking). (**2–3 pages**)
4. **Verse by Verse Analysis.** Comment here on important features of individual verses. (In a longer passage, focus on each paragraph instead of each verse.) Do *not* merely summarize each verse (or paragraph) or re-state the obvious. Do comment on the flow of the argument or story-line from verse to verse (or paragraph to paragraph), including addressing why certain things may be stated in a particular way, why certain statements are included where they are, why omissions of expected materials occur, etc. Comment as needed on important theological words or ideas. Notice where else in the book or in other biblical books certain words or ideas are found. Outside sources (such as Bible commentaries, dictionaries, encyclopedias, or histories) *should* be used here. The study of key words and phrases can be included within the discussion of the verses where they occur. (**5–7 pages**)
5. **Major Teachings.** Based upon the various stages of your detailed analysis above, provide a one-sentence statement of the major exegetical (historical) teachings of the Biblical text. Be sure to put this into your own words, so no quotes from outside sources should appear here. (**1/3 page**)
6. **Homiletical (Sermon or Teaching) Outline.** This outline should derive from the exegetical outline. Also

include the major teaching/s that you are using for this part, a desired audience response, and a concluding challenge. **NO OUTSIDE SOURCES PERMITTED**—this should be your own work for this outline. This outline will form the foundation for your Stage Two paper that follows. (2/3 page)

**Note: Page numbers** here are suggested guides only. The major concern is that you accomplish the required work. However, the final product should be no less than ten (10) and no more than fifteen (15) pages, double-spaced, plus the bibliography.

### **Plagiarism**

Any student who uses the ideas or words of another person as his/her own without proper citation of the source is guilty of literary theft, or plagiarism. Plagiarism is a serious offense. Students should consult the current seminary bulletin for the policy regarding plagiarism.

### **Stage Two**

The last stage is a polished paper presenting the information gathered in the first stage in ready-to-deliver form. The purpose of this stage is to synthesize the data you have gathered in the first stage into a well-written presentation. The paper may take one of two forms: 1. A sermon manuscript, i.e., written out word-for-word, ready to deliver orally, or 2. A teaching paper and plan, fully developed. In either case, this stage should have an interesting introduction, a developed body, and a conclusion that ties the paper together. Thus, this stage contrasts with the first stage in that the first stage is merely a step-by-step distillation of your findings. The second stage is a finished and polished work. Be sure to consider your audience in choosing the format of the paper and in shaping the material for presentation. (5-6 pages, double-spaced)

### **Style and Formatting Guidelines for Papers**

The papers are to be neatly typed, *doubled-spaced* (except for the “Text” section, which is to be single-spaced), using no larger than a 12-point font (if a computer printer is used); dot-matrix printers are acceptable, provided a dark ribbon and “letter-quality” print mode are used. Please number the pages, use a “ragged right” margin (i.e., not justified right), and *staple* the pages together (upper left corner; **no covers**). Any standard scheme of footnotes, end notes, or text notes found in Kate L. Turabian’s *A Manual for Writers* is acceptable; but it must be used consistently, and full and proper documentation must be provided for any sources used (listings should be by author and title of book, commentary, or article [*not* editor!], with series name and editor appearing at the appropriate place), including a separate bibliography appended to the paper.

Standard academic writing procedures must be followed, including writing in your own words, giving proper credit when quoting or referring to material from another work, and writing in good English. Students who may have trouble with writing of English are expected to have their papers proofread by someone conversant in English writing skills *prior to* production of the papers.

### **SELECTED BIBLIOGRAPHY ON BACKGROUND SOURCES**

#### **Primary Sources:**

Archaeological Finds	Pseudepigrapha	Josephus
Dead Sea Scrolls	Apocrypha	Philo
Nag Hammadi	Targums	Suetonius
LXX	Rabbinic Lit.	Church Fathers

#### **Secondary Sources:**

##### **Bible Dictionaries:**

Anchor Bible Dict. of the Bible, IDB, ISBE (rev.), ZPEB, Schaff-Herzog Encyclopedia of Religious Knowledge (including the 20th Century E. of R. K. supplements), Hasting's Dict. of the Bible, etc.

New Testament Introduction Books:

Donald Guthrie, *New Testament Introduction*

Carson, Moo and Morris, *An Introduction to the New Testament*

Drane, *Introducing the New Testament*

Kümmel, *Introduction to the New Testament*

Hunter, *Introducing the New Testament*

Harrison, *Introduction to the New Testament*

Connick, *The New Testament: An Introduction to Its History, Lit. & Thought*

Biblical Backgrounds Books:

Lohse, *The New Testament Environment*

Hengel, *Judaism and Hellenism: Studies in Their Encounter in Palestine during the Early Hellenistic Period* (in 1 vol., formerly 2 vol.)

Jeremias, *Jerusalem in the Time of Jesus*

Matthews, *Manners and Customs in the Bible*

Theissen, *Sociology of Early Palestinian Christianity*

Meeks, *The First Urban Christians*

Meeks, *The Moral World of the First Christians*

Sanders, *Jesus and Judaism*

Stambaugh and Balch, *The New Testament in Its Social Environment*

Wilkins, *The Christians as the Romans Saw Them*