



BSHM5310 Introduction to Biblical Hermeneutics
New Orleans Baptist Theological Seminary
Biblical Studies Division
Fall 2021 (Internet)

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

This course includes a study of the principles of biblical interpretation, an introduction to the major resources available as an aid to biblical interpretation, and an exegetical study of selected passages from the various genres of biblical literature. Some attention is directed to current issues in biblical hermeneutics, but the major focus of the course is practical in nature in that the goal of the course is that the students develop a sound method for exegesis of biblical texts.

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.

Embedded Assignment Description

1. *Paper.* Detailed instructions are given later for writing this paper. The student should have gathered all the essential knowledge from the text and be ready to begin the task of constructing a sermon or a teaching lesson.
2. *Exegetical Principles.* Indicate the use of appropriate tools, methods, and resources in the application of sound exegetical principles.
3. *Communication Skills.* Communicate clearly the results of the research derived from using exegetical skills, including the original meaning of the text.
4. *Rubric.* The general grading rubric to be used in evaluating the embedded assignment performance of students in the class is outlined in the table below.

Domain	Level	Inadequate (0 points)	Basic (1 point)	Competent (2 points)	Good (3 points)	Excellent (4 points)
<i>Understanding</i> The student:	Understood the principles for guiding the exegetical process					
<i>Application</i> The student:	Used appropriate tools to implement sound exegetical principles in interpretation of a biblical text					
<i>Communication</i> The student:	Communicated clearly the results of exegesis of the biblical text					

Required Textbooks

Holy Bible, any modern translation (RSV, NRSV, NASB, ESV, CSB, NIV, etc.)

Fee, Gordon and Douglas Stuart, *How to Read the Bible for All Its Worth*, 4th ed. (FS)

Duvall, J. Scott and J. Daniel Hays, *Grasping God's Word*, 3rd ed. (DH)

Optional Recommended Textbooks

Bray, Gerald, *Biblical Interpretation: Past and Present* (GB)

Klein, Blomberg, and Hubbard, *Introduction to Biblical Hermeneutics* (KBH)

Porter, Stanley and Beth Stovall, *Biblical Hermeneutics: 5 Views* (P&S)

Course Requirements

The following components comprise the student's grade for the course. Grades for each component will be calculated on the basis of the following percentages. Due dates are given in the Course Schedule below.

1. Reading Quizzes (10%)

Students are to read the assigned portions of the required texts by the date specified in the course schedule. A quiz will be opened for the student to take for the section of readings as outlined in the course schedule below and the quiz must be taken during the week of the unit covered. These quizzes are open book, but timed. The questions will come directly from the textbook readings for each weekly unit.

2. Application Exercises (10%)

The student will complete Application Exercises for most units. These exercises are designed to support the class materials from the Duvall & Hayes textbook. You will find the assignments at the end of each chapter in the Duvall & Hayes text. Students should consult Blackboard to learn which questions to answer for each Application Exercise. These assignments are designed to give students hands-on experience with the concepts learned in the DH readings. The Application Exercises are due by Saturday night each week.

3. Background Study (20%)

The historical-grammatical method of exegesis begins with a review of the historical background of the book under study. The purpose of the background study is to determine the proper setting for your particular book and passage. This information may be found in the major commentaries, dictionaries, and encyclopedias for your passage. The background study should be 8-12 pages, double-spaced following Turabian (or APA)* guidelines and include a bibliography of no less than 5-6 quality sources (no cover page necessary). The historical background study should include the following:

- a. background information on your assigned passage
- b. information on the setting, authorship, audience, date and place of writing, etc.
- c. information on the critical issues of the passage
- d. a discussion of the theological issues covered in the passage
- e. a section focused on the specific background topic assigned for each passage.

* Most divisions at NOBTS use the NOBTS Style Guide based on Turabian style for writing papers. However, if your division uses APA style (e.g., Psychology and Counseling majors), we will accept this for your papers. Style should, be consistent throughout your assignments. Because all students take Introduction to Biblical Hermeneutics, we want you to focus on learning to do solid exegesis rather than spending extra time learning a new style of writing. If you are uncertain which style to use, you should default to Turabian; however, you may reach out to your professors if you are still unclear.

4. Word Study (10%)

The historical-grammatical view gives focus to word studies and what words meant in their original context. The student will complete a word study on a word indicated from an assigned text (see the list below). The Duvall & Hayes textbook has a complete guide to performing a word study and you may also find samples on Blackboard. The paper should be 4-6 pages, double-spaced following NOBTS Style Guide based on Turabian (or APA) guidelines and include a bibliography of no less than 5-6 quality sources (no cover page necessary).

5. Two Stage Exegesis Paper Project (40% total)

A. Stage One (30%)

This paper assignment contains the primary steps to be taken in a thorough exegesis of a biblical passage. When the assignment 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 outline, use the headings given below and then do the work specified. 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 elements are not needed. Instead, 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 immediately below.)

In doing this in-depth exercise, you should learn the essential steps for a proper exegesis. At first, the work seems daunting for the time constraints of practical ministry week by week. However, as with developing all skill sets, the more you work this process, the easier you will find the journey, and good skills of exegesis will become second nature.

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: TNKH, KJV, NKJV, ASV, NASB, RSV, NRSV, NIV, NJPSV, REB, RAB, NLT. **(1/2–1 page)**
2. **Historical Background.** This section should be a summarized presentation of your previous background study. Use your research from your background paper to write this section.
Focus on information not directly gathered from the text itself or its literary contexts (i.e., matters such as dates, international situation, etc.). Include here the *major results* of your sample historical background study. (That is, summarize your background study results; do not just cut and paste your background study in whole.) 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. **(1–1.5 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. 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. **(1 page)**

4. **Paragraph Analysis.** 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 for each theme statement (i.e., give your reasons for your choices).* **(1 page)**
5. **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 storyline from verse to verse (or paragraph to paragraph), including addressing why certain thoughts 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. You may use concordances or theological wordbooks here, including any cross-referencing guide you like (such as that found within most Bibles themselves), *but*, you may *not* use a commentary here. Do your own work here. **(2–3 pages)**
6. **Theme.** Based upon the various stages of your detailed analysis above, and especially building upon your statements of theme for each paragraph, provide a one-sentence statement of the theme of the entire text. (What is the author's main point in this text?) Explain the basis for your decision. **(1/2 page)**
7. **Word Study.** Include here the major results (summary) of your sample word study (not the raw data you presented earlier). Also remember that you probably will need to do other word studies for this larger project. **(1 page)**
8. **Outline.** Present an "exegetical" ("historical") outline of the text, reflecting the theme. Use past tense verbs in your outline. **(1/3–1/2 page)**
9. **Homiletical (Sermon or Teaching) Outline.** This outline should derive from the exegetical outline. Use present tense verbs in your outline in order to contemporize the ideas. Include a one-sentence restatement of the theme (point "6" above), a desired audience response, and a concluding challenge. **(1/2 page)**
10. **Commentary Comparison.** Include here any additional essential insights gleaned from three exegetical commentaries. *These must be insights that you did not already uncover in your own work.* You may include these insights into the body of your work in Stage Two of your paper, but here, be sure to do the work asked for *in the order requested.* **(1 page)**

Note 1: The use of commentaries is to be limited to the specific instructions for the project; the only two points at which you are to use them are (1) in the Historical Background step and (2) in Step 10 of Stage One. The reason for this restriction is to help you to see how commentaries can be most helpful to you in your work, rather than becoming an unhealthy crutch and a hindrance to developing your own spiritual insight.

Note 2: Page numbers listed in parentheses after each section of the project indicate typical length of that section; these page numbers 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 twelve (12) pages, single-spaced.

B. Stage Two (10%)

Stage Two of the project 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 well-written presentation should take *one* (1) of the following two forms:

1. **Sermon Manuscript.** This manuscript should be written out word-for-word, ready to deliver orally.
2. **Teaching Plan.** This manuscript should be a complete teaching plan, fully developed, and represent good teaching methodology and practice.

Stage Two of the project 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, single-spaced, 5-6 sources minimum)**

Style and Formatting Guidelines for Papers

The papers are to be neatly typed, *single-spaced*, using 12-point font. All formatting should follow the NOBTS Style Guide, which follows Turabian, available at:

(<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>)

Page numbers should maintain a difference between the first page number of a chapter (bottom center) and all following page numbers of that chapter (at top, with right margin preferred). The paper should include a full bibliography of sources consulted. Complete and proper documentation must be provided for all sources used as specified by the style guide. Entries should be by author and title of book, commentary, or article (*not* editor!), with series name and editor appearing at the appropriate place.

Standard academic writing procedures must be followed. Avoid plagiarism at all costs. Write in your own words in good English. Give credit when quoting or referring to material from another work. Students needing help with writing English are expected to have their papers proofread by someone conversant in English writing skills *prior* to production of the papers. Help is available from the NOBTS “Write Stuff” center (below).

6. *Comprehensive Final Exam* (10%)

The final exam will include material covered in the Duvall & Hayes textbook. The exam is open book, but will be timed.

7. *Extra Credit*

- A. Book Review.** Up to 3 points may be added to the student's final average by completing the extra credit book review. Students may write a book review on any one of the three optional texts listed in textbooks above. The student may submit a 3.5–4 page, single-spaced review of the book, stating the thesis of the book, the author's perspective, strengths and weaknesses, as well as how the book may be applied to the student's ministry setting.
- B. Writing Center.** Up to 5 points may be added to the student's assignment grade for any papers that are submitted to the Writing Center for feedback. Attach copy of Writing Center response email to the submitted assignment on Blackboard.

8. Late Penalties

A. Weekly Assignments. Weekly assignments cannot be made up without direct appeal *by email to the grader* for valid reason (illness, death, catastrophe). Normal ministerial activity is not a valid reason (funeral, wedding, revival, D-Now).

B. Written Assignments. The penalty for a late written assignment (background, word, stage 1, stage 2) is 5 points per day late, including weekends except for valid reason (illness, death, catastrophe). Make direct appeal *by email to the grader*. Normal ministerial activity is not a valid reason (funeral, wedding, revival, D-Now). The assessment is made on the basis of the upload time code of Blackboard.

Evaluation of Grade

Reading Quizzes	10%
Application Exercises	10%
Background Study	20%
Word Study	10%
Stage One: Exegesis Paper	30% (comprises the embedded assignment)
Stage Two: Application Paper	10%
Comprehensive Final Exam	10%

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. <https://my.nobts.edu/cmportal/> is the login for the CMC Portal for access to grades and other academic information.
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. Here is the NOBTS guide: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Unit	Topic	Readings/Assignments	Due Date
Unit 1	Part 1: How to Read—Basic Tools Bible Translations	DH: Ch 1; FS: Ch 2 <i>Reading Quiz</i> <i>Application Exercise</i>	Aug 21
Unit 2	The Interpretive Journey	DH: Ch 2; FS: Ch 1 <i>Reading Quiz</i> <i>Application Exercise</i>	Aug 28
Unit 3	How to Read Sentences and Paragraphs	DH: Chs 3–4 <i>Reading Quiz</i> <i>Application Exercise</i>	Sept 4

Unit 4	How to Read Discourses	DH: Ch 5 <i>Reading Quiz</i> <i>Application Exercise</i>	Sept 11
Unit 5	Part 2: Contexts—Now and Then Historical-Cultural and Literary Contexts What Do We Bring to the Text?	DH: Chs 6–8 <i>Reading Quiz</i> <i>Application Exercise</i>	Sept 18
Unit 6	Word Studies	DH: Ch 9 <i>Reading Quiz</i> <i>Application Exercise</i>	Sept 25
Unit 7	Part 3: Meaning and Application Who Controls Meaning? Levels of Meaning	DH: Chs 10–11 <i>Reading Quiz</i> <i>Application Exercise</i> Background Study due	Oct 2
FALL BREAK (March 4–8)			
Unit 8	Role of Holy Spirit Application	DH: Chs 12–13 <i>Reading Quiz</i> <i>Application Exercise</i>	Oct 16
Unit 9	Part 4: The Interpretive Journey—NT NT Greco-Roman Letters	DH: Ch 14; FS: Chs 3–4 <i>Reading Quiz</i> <i>Application Exercise</i> Word Study due	Oct 23
Unit 10	NT Gospels and Parables	DH: Ch 15; FS: Chs 7–8 <i>Reading Quiz</i> <i>Application Exercise</i>	Oct 30
Unit 11	NT Acts and Revelation	DH: Chs 16–17 FS: Chs 6, 13 <i>Reading Quiz</i> <i>Application Exercise</i>	Nov 6
Unit 12	Part 4: The Interpretive Journey—OT OT Narrative and Law	DH: Chs 18–19 FS: Chs 5, 9 <i>Reading Quiz</i> <i>Application Exercise</i>	Nov 13
Unit 13	OT Prophets, Poetry, and Psalms	DH: Chs 20–21 FS: Chs 10–11 <i>Reading Quiz</i> Stage One Paper due	Nov 20
THANKSGIVING BREAK (Nov 22–26)			
Unit 14	OT Wisdom, Final Exam, and Paper	DH: Ch 22 FS: Ch 12 <i>Reading Quiz</i> <i>Final Exam</i> Stage Two Paper due	Dec 4

Paper Topics

Students will be assigned to a canon (OT or NT). From within your assigned canon, communicate to the appropriate grader (OT or NT) your first and second choice of topics. Specific topics will be assigned trying to fulfill your choices. Note that your background and word

study topics both are predetermined by your assigned passage. Your background paper will include discussion on the general background as well as specific background focus for your particular passage. Topics by testament are listed below.

Old Testament

<i>Narrative</i>	Joshua 1:1-11
Background Paper Focus:	Strength in God
Word Study Paper Topic:	Strong, <i>chazaq</i> (חָזַק) (v.6)
<i>Narrative</i>	Ruth 3:1-18
Background Paper Focus:	Levirite Marriage
Word Study Paper Topic:	Kinsman Redeemer, <i>goel</i> (גֹּאֵל) (v. 9)
<i>Law</i>	Exodus 19:1-8
Background Paper Focus:	Covenants in the OT
Word Study Paper Topic:	Covenant, <i>berit</i> (בְּרִית) (v. 5)
<i>Law</i>	Deuteronomy 30:1-10
Background Paper Focus:	Obedience
Word Study Paper Topic:	Delight, <i>sus</i> (שׂוּשׂ) (v. 9)
<i>Prophecy</i>	Ezekiel 37:1-14
Background Paper Focus:	Resurrection in the OT
Word Study Paper Topic:	Spirit, spirit, wind, breath, <i>ruach</i> (רוּחַ) (v. 1)
<i>Prophecy</i>	Amos 6:1-8
Background Paper Focus:	Complacency
Word Study Paper Topic:	Woe, <i>hoy</i> (הוֹי) (v. 1)
<i>Poetry</i>	Psalms 18:1-19
Background Paper Focus:	Salvation in the OT
Word Study Paper Topic:	Sheol, <i>sheol</i> (שְׁאוֹל) (v. 5)
<i>Poetry</i>	Proverbs 1:8-19
Background Paper Focus:	Refrain from injustice/unrighteousness
Word Study Paper Topic:	Torah/instruction, <i>torah</i> (תּוֹרָה) (v. 8)
<i>Wisdom</i>	Proverbs 3:13-18
Background Paper Focus:	Tree of Life in the OT
Word Study Paper Topic:	Wisdom, <i>chokmah</i> (חִכְמָה) (v. 13)
<i>Wisdom</i>	Ecclesiastes 1:1-11
Background Paper Focus:	Futility of life apart from God
Word Study Paper Topic:	Vanity, <i>hevel</i> (הֶבֶל) (v. 2)

New Testament

<i>Narrative—Gospels</i>	Matt. 26:17–30
Background Paper Focus:	Passover Feast (history, celebration, constituent elements)
Word Study Paper Topic:	Covenant, <i>diathēkē</i> (διαθήκη) (v. 28)
<i>Narrative—Gospels</i>	John 3:1–8
Background Paper Focus:	Pharisees (history, beliefs, first-century setting)
Word Study Paper Topic:	Again, <i>anōthen</i> (ἀνωθεν) (v. 3)
<i>Narrative—Parables</i>	Luke 20:9–18
Background Paper Focus:	Economy (rich and poor) and Agriculture (tenant farmers)
Word Study Paper Topic:	Parable, <i>parabolē</i> (παραβολή) (v. 9)
<i>Narrative—History</i>	Acts 8:4–25
Background Paper Focus:	Samaritans (history, beliefs, first-century setting)
Word Study Paper Topic:	Baptize, <i>baptizō</i> (βαπτίζω) (v. 12)
<i>Epistle—Pauline</i>	Rom. 3:21–26
Background Paper Focus:	Righteous, Righteousness (in general, but also specifically “of God”)
Word Study Paper Topic:	Propitiation, <i>hilastērion</i> (ἱλαστήριον) (v. 25)
<i>Epistle—Pauline</i>	1 Thess. 4:13–18
Background Paper Focus:	Resurrection (history of development, first-century Jewish belief)
Word Study Paper Topic:	Parousia, <i>parousia</i> (παρουσία) (v. 15)
<i>Epistle—General</i>	Heb. 8:1–6
Background Paper Focus:	High Priest (Zadokite, Hasmonean history; cultic function)
Word Study Paper Topic:	Covenant, <i>diathēkē</i> (διαθήκη) (v. 6)
<i>Epistle—General</i>	1 Pet. 5:1–9
Background Paper Focus:	Elders (Jewish cultural background; leadership roles)
Word Study Paper Topic:	Devil, <i>diabolos</i> (διάβολος) (v. 8)
<i>Apocalyptic</i>	Rev. 2:12–17
Background Paper Focus:	Pergamum (history, culture)
Word Study Paper Topic:	Satan, <i>satanas</i> (σατανᾶς) (v. 13)
<i>Apocalyptic</i>	Rev. 12:7–12
Background Paper Focus:	Michael, the archangel (development of angels in Jewish belief)
Word Study Paper Topic:	Dragon, <i>drakōn</i> (δρακῶν) (v. 7; Ancient Near Eastern background)

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments by the required date.

Professors' Policy on Late Assignments

All work is due by the assigned date listed in the Course Schedule. Assignments submitted after this date will be penalized 5 points per day. **The Blackboard shell for this course will close after Thursday, Dec 9**, at which point any outstanding assignments will receive a grade of 0.

Professors' Availability and Feedback

The student may contact the professor(s) at any time using the email address providing in the course syllabus. The professors will make every effort to respond to emails within 24 hours during the week, 48 hours over the weekend. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric as well as on graded paper assignments. The student may also email the course grader(s) with questions regarding grading.

Academic Honesty

All graduate and undergraduate NOBTS students—whether on-campus, internet, or extension center students—are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking quizzes/exams, writing papers, completing Discussion Boards, or any other course requirement.

Blackboard and ITC Technical Support

Blackboard is the learning management system (LMS) used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, SelfServe, or need other technical support, please contact the Information Technology Center (HSC 290 or 504.816.8180). Here are other helpful links to ITC assistance:

- selfserve@nobts.edu - Email for technical questions/support with the selfserve.nobts.edu site (access to online registration, financial account, online transcript, etc.)
- blackboardhelpdesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard LMS (nobts.blackboard.com)
- itcsupport@nobts.edu - Email for general technical questions/support requests
- www.nobts.edu/itc - General NOBTS technical help information is provided on this website

Netiquette

Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic media. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Catalog Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

Selected Bibliography

www.denverseminary.edu has an annually updated bibliography for both OT and NT located in their Library section of their website.

www.bestcommentaries.com is another great website for finding commentaries.

General Introduction Books on Hermeneutics

- Dana, H. E. & Glaze, R. E. *Interpreting the New Testament*. Nashville: Broadman, 1961.
- Danker, Frederick W. *Multipurpose Tools for Bible Study*, Revised and Expanded. St. Louis: Augsburg Publishing House, 1993.
- Fee, Gordon D. *Gospel and Spirit: Issues in New Testament Hermeneutics*. Peabody: Hendrickson, 1991.
- Ferguson, Duncan S. *Biblical Hermeneutics*. Atlanta: John Knox Press, 1986.
- Fitzmyer, Joseph A. *An Introductory Bibliography for the Study of Scripture*. Rev. ed. Rome: Biblical Institute Press, 1981.
- Mickelsen, A. Berkeley. *Interpreting the Bible*. Grand Rapids: Eerdmans, 1963.
- Ramm, Bernard L. and others. *Hermeneutics*. In *Practical Theology Series*. Grand Rapids: Baker Book House, n.d.
- Sire, James W. *Scripture Twisting: 20 Ways the Cults Misread the Bible*. Dowers Grove, Ill.: InterVarsity Press, 1980.
- Smart James D. *The Interpretation of Scripture*. Philadelphia: Westminster Press, 1961.
- Tate, W. Randolph. *Biblical Interpretation: An Integrated Approach*. Peabody: Hendrickson, 1991.
- Virkler, Henry A. *Hermeneutics: Principles and Process of Biblical Interpretation*. Grand Rapids: Baker Book House, 1981.
- Ward, Wayne E. *The Word Comes Alive*. Nashville: Broadman Press, 1969.
- Wood, James D. *The Interpretation of the Bible: A Historical Introduction*. London: Gerald Duckworth and Co. Ltd., 1958.

The Text and Authority of the Bible

- Barr, James. *The Scope & Authority of the Bible*. Philadelphia: Westminster Press, 1980.
- Bruce, F. F. *The New Testament Documents: Are They Reliable?* Grand Rapids: Eerdmans, 1978.
- McKim, Donald K., ed. *A Guide to Contemporary Hermeneutics*. Grand Rapids: Eerdmans, 1986.
- _____. *The Authoritative Word: Essays on the Nature of Scripture*. Grand Rapids: Eerdmans, 1983.
- Montgomery, John Warwick, ed. *God's Inerrant Word: An International Symposium on the Trustworthiness of Scripture*. Minneapolis: Bethany Fellowship, Inc., 1974.

Proceedings of the Conference on Biblical Inerrancy 1987. Nashville: Broadman, 1987.

The History of Interpretation

- Bray, Gerald. *Biblical Interpretation: Past and Present*. Downers Grove: InterVarsity Press, 1996.
- Brown, Jerry Wayne. *The Rise of Biblical Criticism in America, 1800-1870; The New England Scholars*. Middleton, Conn.: Wesleyan University Press, 1969.
- Cameron, Nigel M. de S. *Biblical Higher Criticism and the Defense of Infallibilism in 19th Century Britain*. In *Text and Studies in Religion*. Vol. 33. Lewiston, NY: The Edwin Mellen Press, 1987.
- Evans, Craig A. and Stinespring, William F., eds. *Early Jewish and Christian Exegesis: Studies in Memory of William Hugh Brownlee*. Atlanta: Scholars Press, 1987.
- Froehlich, Karlfried, trans. and ed. *Biblical Interpretation in the Early Church*. In *Sources of Early Christian Thought*. Edited by William G. Rusch. Philadelphia: Fortress Press, 1984.
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