

INTRODUCTION TO BIBLICAL HERMENEUTICS (BSHM5310-01)

Spring Break Workshop-- March 23-27, 2015

New Orleans Baptist Theological Seminary

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I. MISSION STATEMENT

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

II. CORE VALUES:

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God.

Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The core value for NOBTS this year is spiritual vitality.

III. KEY COMPETENCIES:

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Biblical Exposition.

IV. 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 student would develop sound methods of exegesis and application of biblical texts.

V. STUDENT LEARNING OUTCOMES:

Knowledge

Students who complete this course successfully should:

- Understand the significance of hermeneutics for biblical exposition
- Know the basic methods of biblical interpretation that have been practiced throughout history
- Know basic principles of grammatical-historical interpretation that lead interpreters to discover the meaning intended by the biblical author
- Know the major genres of scripture and the hermeneutical principles that should be applied to each genre
- Know the important tools that may be useful in the study of the biblical text
- Know principles that guide modern preachers and teachers in applying biblical truths to our contemporary context

Attitudes

Students who complete this course successfully should:

- Appreciate the complexities of the exegetical task
- Recognize the importance of sound exegesis
- Be more confident in interpreting biblical texts

Skills

Students who complete this course successfully should be able to:

- Contextualize New Testament texts within their ancient historical, cultural, social, and literary settings for the purpose of interpretation
- Prepare word studies that lead the interpreter to understand better the biblical author's usage of special vocabulary significant to the exegetical task
- Write a formal paper using required form and style guidelines that integrates learning activities of the course into the sound exegesis of an assigned passage
- Derive timeless truths from the biblical text and show how these should affect the beliefs and behavior of contemporary Christians

V. 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. Small group discussions allow for student interaction with the material presented. Multimedia technology--including video, audio, graphics, and presentation media--are incorporated into classroom activity to enhance the learning process. Biblical texts are used as examples to illustrate hermeneutical principles discussed in class. The combination of reading, lectures, multimedia, class discussions, and small groups should help build appreciation for sound exegesis of the Bible. The student's skills as an exegete are developed further through written assignments related to word studies, background studies, and an exegetical paper.

VI. TEXTS:

- The Bible in any *modern* committee translation, such as ESV, HCSB, RSV, NRSV, NIV, NASB, etc.
- Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 3d ed. Grand Rapids: Zondervan, 2003 (= FS)
- Klein, William W., Craig L. Blomberg, Robert I. Hubbard Jr. *Introduction to Biblical Interpretation*, Revised and Updated. Thomas Nelson, 2004 (=KBH)

VII. REQUIREMENTS IN THE COURSE:

A. Pre-Workshop Assignments (Due Beginning of Workshop):

1. Textbook Reading. Students are required to read the three textbooks (as directed) prior to the beginning of the workshop (FS and KBH completely). This requirement is crucial for laying the foundation for a student to absorb lecture material presented during the workshop.
2. Textbook Reading Report (20%). Students will compile a reading report to be submitted at the beginning of the workshop. The report will be single-spaced, 12 point Times New Roman, with one-inch margins. Do not use plastic or cardboard covers or binders of any kind. Simply staple the report in the top left corner. The report will have the following three parts:
 - 2.1 Reading Percentage: The student will indicate in a statement the estimated percentage of required reading they completed prior to the beginning of the workshop. The student will provide a signature for this statement.
 - 2.2 FS. Prepare a three page, single spaced assessment of this text. Limit your chapter summation to no more than 1.5 pages. In the remaining space, critically assess what FS have presented.

2.4. KBH. Answer the following three questions from the assigned reading. For each question your answer should be at least one page single space (4 to 6 pages total).

1. How does the psychology of understanding impact the interpreter and the reader of the biblical text? Engage the discussion of KBH in the introductory chapters to address this question.
2. Describe the interpretive approaches of the Antiochean vs. the Alexandrian schools of thought. How did these two approaches impact biblical interpretation until the time of the reformation. Assess the information provided by KBH and investigate Gerald Bray's text (extra credit reading) for any additional needed data.
- 3 What's the big deal about genre in the Book of Acts: Discuss either Acts 6 or Acts 8 as either prescriptive or descriptive models for understanding. How does either perspective impact how one reads either passage. FS should largely shape this answer.

B. Workshop Assignments (Due during the Workshop):

1. Class Participation (5%). The student will prepare for each class by reviewing the material in the three textbooks for the assigned topics for the day. The student may be asked to prepare some material in a class handout or to participate in some activity outside of class. Class participation will be observed each session.
2. Background Study (15%). The student will compile a background study about the historical and cultural context for an assigned passage. The study will be single-spaced, 12 point Times or Times New Roman, with one-inch margins. Do not use plastic or cardboard covers or binders of any kind. Simply staple the study in the top left corner. The background study is due at the beginning of class, Friday, March 27. Late penalty is five points after the beginning of the class hour of the due date, then five points per each subsequent day. Dropbox is the preferred method of submission. Follow the directions (forthcoming) in an e-mail prior to class meeting.

C. Post-Workshop Assignments (Due After the Workshop):

1. Word Study (25%). The student will compile a word study for an assigned passage. The study will be single-spaced, 12 point Times or Times New Roman, with one-inch margins. Do not use plastic or cardboard covers or binders of any kind. Simply staple the study in the top left corner. The word study is due Monday, April 6. That means, if mailed, the postmark must be sometime April 6. If e-mailed as a Word file, the e-mail with the file attached must be sent sometime June 7. Late penalty is five points per day. Dropbox is the preferred method of submission. Follow the directions (forthcoming) in an e-mail prior to class meeting.
2. Exegetical Paper (35%). Building on the prior background study and word study, the student will write an exegetical paper on an assigned topic, using tools discussed in the course. The paper should build

upon, not simply repeat, earlier assignments. The study should be Turabian style, sixteen to eighteen double-spaced pages, plus a bibliography. Do not use plastic or cardboard covers or binders of any kind. Simply staple the paper in the top left corner. The paper is due Monday, April 27. That means, if mailed, the postmark must be sometime April 27. If e-mailed (Microsoft Word files only), the e-mail with the file attached must be sent sometime April 27. Late penalty is five points per day. Dropbox is the preferred method of submission. Follow the directions (forthcoming) in an e-mail prior to class meeting.

Required Outline. The paper's required outline is given in detail below:

Introduction—Build interest; indicate the purpose for the paper, the general nature of the passage being studied, and the exegetical promise of the passage.

Chapter 1: Text and Historical Background

Include the Bible translation of the assigned passage, along with THE RESULTS of your word study and background study. Be sure to include additional background data discovered from further study.

(1) Bible Translation—Provide the bibliographic data of this publication.

(2) Word Study—Summarize in a concise and condensed form your previous word study of a theologically significant term in the passage.

(3) Historical Background— Summarize in a concise and condensed form your previous background study of a key topic in the passage. Give historical background material pertinent to the specific document and author and the particular passage being studied.

Chapter 2: Exegetical Analysis

Provide the basic exegesis of this biblical passage. This exegesis should be focused on the principal literary context of the passage or topic at hand, as well as a literary analysis of the material.

(1) Literary Context—Overview the literary context of your particular passage in terms of its placement in the immediate and larger outline of the document.

(2) Literary Analysis—Indicate the internal structure of the logic and argument of the passage and an exegetical outline, with critical commentary of the verses.

(3) Conclusion/Central Theme—Conclude by summarizing the main results of the research, what has been learned from the historical background and exegetical analysis. Finally, state the central theme of the passage in one concise sentence as supported by the exegetical analysis, and then expand on the idea. Indicate a central biblical truth supported by the passage to guide teaching and preaching.

Chapter 3: Practical Application

Anticipate an application of this passage in a ministry setting. This application is your choice, and could be a bible study, a sermon, a women's conference, a retreat, or some other ministry setting.

(1) Title—Give a title for the application that either invokes a key idea or teases the audience with an interesting angle (not trite, though, such as silly puns or simplistic play on words).

(2) Truth—State the central bible truth or Christian living key to come from studying or preaching this passage, derived directly from the theme indicated above.

(3) Objective—Provide a clear, concise statement of a.) the desired lesson or sermon outcome and b.) an appropriate audience response.

(4) Outline—Not the same as the exegetical outline, which follows grammar and logic flow, this outline is based upon the exegetical work but is developed topically or logically for teaching or preaching the passage.

(5) Development—If a Bible study, this would include your opening attention getter or illustration or activity, and a fleshing out of the outline with points and appropriate illustrations; if a sermon, this would be your opening attention getter or audience rapport device, and a fleshing out of your sermon outline with points and appropriate illustrations.

(6) Conclusion—If a Bible study, this would include your final illustration, activity, or teaching aid that reinforces the focal truth; if a sermon, this would be your specific conclusion and challenge for response(illustration, story, etc.).

D. Extra Credit. (up to +3 points on final average) Review one of the following books (2 to 3 pages), due by Friday, May 31.

- Bray, Gerald. *Biblical Interpretation: Past & Present*
- Corley, Lemke, and Lovejoy. *Biblical Hermeneutics*
- Crenshaw, James. *Trembling at the Threshold of a Biblical Text*
- Dyrness, William. *How Does America Hear the Gospel?*
- Felder, Cain Hope, ed. *Stony the Road We Trod*
- Kaiser, Jr., 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*

E. Grading. The course grade will be the average of class participation (5%), reading report (20%), background study (15%), word study (25%), and paper (35%), plus extra credit.

F. Faxing. No written assignments due in this class will be accepted by fax. Period!

Attempting to submit any assignment by fax will be an automatic zero for that assignment.

Please note that the Practical Application 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					

VIII. ASSIGNMENTS: (NOTE: 52" lectures with 8" breaks: Let's stay punctual!!!!!!)

Monday (March 23): Introduction, Models, History, General Rules

Session 1—1:00–4:00 PM

1st Hr: Introduction and Components of a Model

2nd Hr: Ancient Jewish Models

3rd Hr: Ancient Christian Models

Session 2—6:00–9:00 PM [***Class to meet in Library Reference Room***]

1st Hr: General Rules—Bkgd/Word Studies

2nd Hr: Library Orientation

3rd Hr: Library Practicum

Tuesday (March 24): History, Canon, Interpreter, OT Narrative

Session 1—8:00–11:00 AM

1st Hr: Reformation, Post-Reformation Models

2nd Hr: Modern, Post-Modern Models

3rd Hr: Canon, Trans., Tools

Session 2—1:00–4:00 PM

1st Hr: Interpreter, Goal, and Application

2nd Hr: Interpreting OT Narrative 1

3rd Hr: Interpreting OT Narrative 2

Wednesday (March 25): Poetry, Epistles, and Acts

Session 1—8:00–11:00 AM

1st Hr: Interpreting Poetry

2nd Hr: Interpreting Poetry 2

3rd Hr: Interpreting Epistle

Session 2—1:00–4:00 PM

1st Hr: Interpreting Epistle 2

2nd Hr: Interpreting Acts

3rd Hr: Interpreting Acts 2

Thursday (March 26): Law, Gospels, and Parables

Session 1—8:00–11:00 AM

1st Hr: Interpreting the Law

2nd Hr: Interpreting Law 2

3rd Hr: Interpreting the Gospels

Session 2—1:00–4:00 PM

1st Hr: Interpreting the Gospel 2

2nd Hr: Interpreting Parables

3rd Hr: Interpreting Apocalyptic

Friday (March 27): Prophecy and Wisdom

Session 1—8:00–12:00 AM—**Background Study due**

1st Hr: Interpreting Prophecy

2nd Hr: Interpreting Prophecy 2

3rd Hr: Interpreting Wisdom

4th Hr: Interpreting Wisdom 2

IX. Post-Workshop Due Dates:

(1) Extra Credit: Friday, March 27, 2015

(2) Word Study: Monday, April 6, 2015

(3) Exeg. Paper: Monday, April 27, 2015

X. Bibliography:

Achtemeier, Paul. *An Introduction to the New Hermeneutic*. Westminster, 1969.

Alter, Robert. *The Art of Biblical Narrative*. Basic Books, 2011.

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Beale, G. K. *The Right Doctrine from the Wrong Text? Essays on the Use of the Old Testament in the New*. Grand Rapids: Baker, 1994

Beale, G. K. and D. A. Carson, eds., *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker, 2007.

Berding, Kenneth, et al. *Three Views on the New Testament Use of the Old Testament*.

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- _____. *New Testament Criticism and Interpretation*. Grand Rapids: Zondervan, 1991.
- Blomberg, Craig L. *A Handbook of New Testament Exegesis*. Grand Rapids: Baker, 2010
- _____. *Interpreting the Parables*. IVP, 1990.
- Bock, Darrell L. and Buist M. Fanning. *Interpreting the New Testament: Introduction to the Art and Science of Exegesis*. Crossway, 2006.
- Bray, Gerald. *Biblical Interpretation: Past and Present*. Downers Grove, IL: InterVarsity, 1996.
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- Broyles, Craig C. *Interpreting the Old Testament: A Guide for Exegesis*. Grand Rapids: Baker, 2001.
- Brown, J. *Scripture as Communication: Introducing Biblical Hermeneutics*. Grand Rapids: Baker, 2007.
- Carson, D. A. *Exegetical Fallacies*. Grand Rapids: Baker, 1996.
- Chisholm, Robert B., Jr. *From Exegesis to Exposition: A Practical Guide to Using Bible Hebrew*. Grand Rapids: Baker, 1999.
- Collins John. *The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature*. Grand Rapids: Eerdmans, 1998.
- Conzelmann, Hans, and Andreas Lindemann. *Interpreting the New Testament: An Introduction to the Principles and Methods of N. T. Exegesis*. Grand Rapids: Baker, 1994.
- Corley, Bruce, Lemke, Steve, and Grant Lovejoy. *Biblical Hermeneutics: A Comprehensive Introduction to Interpreting Scripture*. Nashville: B&H 2002.
- Couch, Mal. *An Introduction to Classical Evangelical Hermeneutics: A Guide to the History and Practice of Biblical Interpretation*. Kregel, 2000.
- Crenshaw, James. *Trembling at the Threshold of a Biblical Text*. Grand Rapids: Eerdmans, 1994.
- Dana, H. E. *Searching the Scriptures: A Handbook of New Testament Hermeneutics*. Kansas City: Central Seminary Press, 1946.
- Davis, Ellen F. and Richard B. Hays. *The Art of Reading Scripture*. Grand Rapids: Eerdmans, 2003.
- Dockery, David, et al. *Foundations for Biblical Interpretation*. Nashville: B&H, 1994
- Duvall, J. Scott, and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. Grand Rapids: Zondervan, 2005.
- _____. *Journey into God's Word: Your Guide to Understanding and Applying the Bible*. Grand Rapids: Zondervan, 2008.
- Dyrness, William. *How Does America Hear the Gospel?* Grand Rapids: Eerdmans, 1989.

- Fee, Gordon. *Gospel and Spirit: Issues in New Testament Hermeneutics*. Hendrickson, 1991.
- _____. *How to Read the Bible for All Its Worth*. 3rd ed. Grand Rapids: Zondervan, 2003.
- _____. *New Testament Exegesis: A Handbook for Students and Pastors*. Westminster, 2002.
- Goldingay, John. *Key Questions about Biblical Interpretation: Old Testament Answers*. Grand Rapids: Baker, 2011.
- Goldsworthy, G. *Gospel-Centered Hermeneutics*. Downers Grove, IL: InterVarsity, 2006.
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- Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids: Eerdmans, 2009.
- _____. *New Horizons in Hermeneutics: The Theory and Practice of Transforming Biblical Reading*. Grand Rapids: Zondervan, 1997.
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- _____. *Theological Interpretation of the Old Testament*. Grand Rapids: Baker, 2008.
- Virkler, Henry. *Hermeneutics: Principles and Processes of Biblical Interpretation*. Grand Rapids: Baker, 2007.
- Webb, William J. *Slaves, Women & Homosexuals: Exploring the Hermeneutics of Cultural Analysis*. IVP, 2001.

TEXTBOOK READING REPORT—Example Format:

Your Name
Textbook Reading Report
March 23, 2015

Hermeneutics Workshop
England/Ray
NOBTS Main Campus

1. Reading Percentage: _____

The number indicated above is the estimated percentage of required reading that I have completed prior to the beginning of this workshop.

Signature: _____

2. Genre Guidelines

Narrative. Here is where you would begin your summary of narrative genre guidelines that you have derived from the textbooks. Each genre should be no more than a page in length.

[Etc.]. Here is where you would begin your summary of law genre and so forth. Each genre should be no more than a page in length.

BACKGROUND STUDY—Example Format:

Your Name
Background Study
March 27, 2015

Hermeneutics Workshop
England/Ray
NOBTS Main Campus

Topic: "Your Assigned Topic Here"

Text: Your Assigned Text Here

1. General Background [Example: The City of Rome and the Letter of Romans]

This would be a discussion of the general background of that topic. If the student were doing a background on the topic of a city, such as Rome, for example, one would overview the history of the rise of Roman power in Italy, and of the city of Rome itself, its culture, economy, the makeup of the population, etc.

2. Immediate Background [Example: The City of Rome and the Letter of Romans]

This would be the more specific background of Rome and Paul's relationship with the city. This would include important recent political events, such as Nero's declaration about taxes.

The student might include how the Edict of Claudius in AD 49 would have impacted the social makeup of synagogues in Rome. When did Paul first encounter this city? What was happening with Paul at this time in his mission work? How did subsequent events in Jerusalem (Paul's arrest and imprisonment in Caesarea) affect his relationship with the Roman church?

WORD STUDY—Example Format:

Your Name
Word Study
April 6, 2015

Hermeneutics Workshop
England/Ray
NOBTS Main Campus

Word: "Your Assigned Word Here"

Text: Your Assigned Text Here

1. Diachronic Analysis (Etymology and History)

This would be a discussion of the use of the assigned word through time. Lexicons, dictionaries, and theological wordbooks would be principal resources.

2. Synchronic Analysis (Contemporary and Contextual)

This would be the more specific usage of the word in the first-century world (if New Testament), as well as the general usage within the New Testament and in this particular biblical author. Lexicons, dictionaries, and theological wordbooks would be used, but also, concordances and commentaries would be principal resources too.