



BIHM9401 Biblical Hermeneutics

New Orleans Baptist Theological Seminary
Biblical Studies
Spring 2020

Dr. Jim Parker
Professor of Biblical Interpretation and Archaeology
Executive Director of the Mike and Sara Moskau Institute of Archaeology
205-307-9831
Email: jparker@nobts.edu

Dr. Craig Price
Professor of Greek and New Testament
Associate Dean of Online Learning
Office: HSC 290D
Phone: 504-282-4455 ext. 8064
Email: cprice@nobts.edu

Mission Statement

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

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Spiritual Vitality.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competency addressed in this course is: **Biblical Exposition**

Course Description

Biblical Hermeneutics is a course that explores the history of biblical interpretation, genres, hermeneutical principles, and major contributors in the discipline. The course includes an overview of the history of interpretation and traditional methodologies with a focus on current applications of critical, biblical interpretation. This course addresses the hermeneutical concerns deriving from a text centered, author centered, or reader centered approach, especially noting how each may apply to current settings in biblical interpretation. This course prepares the student with an overarching understanding of the field of biblical interpretation and provides an awareness of methodological approaches for biblical research and investigation.

Course Teaching Methodology

The course will involve the following methodologies:

The students will prepare written assignments and participate in class discussion. Portions of the seminar will have lecture components by the professors.

Student Learning Outcomes

The student learning outcomes for this course include the following:

1. Students should understand the state of research, historical developments, and current methodologies related to interpreting the biblical text
2. Students should gain an increased appreciation for the relevance of a sound hermeneutical method
3. Students should acquire the ability to apply their acquired understanding and skills in biblical hermeneutics to a sound interpretation of the text

Course Teaching Methods

This course will be taught via a combination of pedagogical methods, including but not limited to the following: lectures, student assignments, computer resources, textbook reviews, class discussions, and student presentations. Both inductive and deductive approaches to learning will be utilized.

Textbooks

Bartholomew, Craig G. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids, MI: Baker Academic, 2015.

Black, David Alan, and David S. Dockery, eds. *Interpreting the New Testament: Essays on Methods and Issues*. Nashville, TN: Broadman & Holman Publishers, 2001.

Hauser, Alan J., and Duane Frederick Watson, eds. *A History of Biblical Interpretation*. Vol. 1. Grand Rapids, MI: William B. Eerdmans Pub, 2003.

McKim, Donald K., ed. *Historical Handbook of Major Biblical Interpreters*. Downers Grove, IL: InterVarsity Press, 1998.

Porter, Stanley E., and Sean A. Adams, eds. *Pillars in the History of Biblical Interpretation*. 2 vols. McMaster Biblical Studies Series. Eugene, OR: Pickwick Publications, 2016.

Rohrbaugh, Richard L., ed. *The Social Sciences and New Testament Interpretation*. Peabody, MA: Hendrickson Publishers, 1996.

Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2009.

———. *New Horizons in Hermeneutics*. Grand Rapids, MI: Zondervan Pub. House, 1992.

———. *The Holy Spirit: In Biblical Teaching, through the Centuries and Today*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2013.

Vanhoozer, Kevin J. *Is There a Meaning in This Text? The Bible, the Reader, and the Morality of Literary Knowledge*. Landmarks in Christian Scholarship. Grand Rapids, MI: Zondervan, 2009.

Course Requirements and Evaluation of Grade

The student's grade will be computed as follows:

1. Read the required textbooks and submit the required reviews on the dates indicated in the class schedule. (25%)
2. Read the other books as indicated in the class schedule and submit the required assignments for each of them on the dates indicated. (10%)
3. Prepare the major paper proposal and submit it as detailed below. (10%)

4. Prepare the step project paper, then submit it as detailed below and present it. (20%)
5. Submit a major paper to the seminar as detailed below on the assigned date and present it to the seminar, interacting in class with both the critique and the class discussion. (35%)

Technical Assistance

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

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
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.

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

The following assignments for the first five sessions are due the day prior to class by uploading them into the Bb shell. Upload the assignments for exchange with the class members and also download the other assignments for your own files. The last 3 sessions will be for the presentations of major papers.

Session One: What Is Biblical Hermeneutics? A Definition

This session will focus on defining biblical hermeneutics. The required reading will inform this definition. Your assignments are as follows:

A. Three Reading Reports: The student will turn in a Reading Report for each of the textbooks assigned for this session. Each report will be 750–1,000 words for each report.

Bartholomew, Craig G. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids, MI: Baker Academic, 2015.

Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2009.

———. *New Horizons in Hermeneutics*. Grand Rapids, MI: Zondervan Pub. House, 1992.

B. A Fourth Reading Report with Power Point Slides: The fourth reading report for session one will consist of a non-assigned text on hermeneutics of the student's choice (see larger bibliography for help on sources). Construct a summative cap sheet to hand out with a power point presentation (10 slides max). You will have 10 minutes to make this presentation to the class.

Session Two: The Study of the History of Biblical Interpretation (Part 1)

Session two will consist of a review of the history of biblical interpretation to provide the student with a comprehensive understanding of how the Bible has been interpreted through the centuries.

A. Reading Reports: The student will turn in a Reading Report for each of the textbooks assigned for this session. Each report will be 750–1,000 words for each report.

Porter, Stanley E., and Sean A. Adams, eds. *Pillars in the History of Biblical Interpretation*. 2 vols. McMaster Biblical Studies Series. Eugene, OR: Pickwick Publications, 2016. This session will cover Volume 1.

McKim, Donald K., ed. *Historical Handbook of Major Biblical Interpreters*. Downers Grove, IL: InterVarsity Press, 1998.

**** Looking ahead:** In Session Three, you will submit a Paper Proposal for your paper and share it with the class. Each student will also select a paper/classmate to respond to in the second half of the course. Include (1) Your research question; (2) Your research question; (3) The methodology you plan to follow to answer your question; and (4) State the basic outline points you will use in the paper. One of your points will be to trace the history of interpretation for your passage.

We will determine our dates and map out the second half of the semester. Begin thinking about the passage(s) of Scripture you are going to write your paper on. Follow the guidelines from etsjets.org for writing a paper proposal. I will grade these and turn them around for you to re-draft and to get started on your research, if you have not already done so. A word to the wise: Start Early!

Session Three: The Study of the History of Biblical Interpretation (Part 2)

In Session Three we will continue our review of the history of biblical interpretation. Book reviews will be conducted for the following required textbooks. Students are expected to come to class prepared to take part in the discussions in the seminar.

A. Reading Reports: The student will turn in a Reading Report for each of the textbooks assigned for this session. Each report will be 750–1,000 words for each report.

Hauser, Alan J., and Duane Frederick Watson, eds. *A History of Biblical Interpretation*. Vol. 1. Grand Rapids, MI: William B. Eerdmans Publisher, 2003.

B. Dissertation Report: You will perform a Dissertation Review on some aspect or study of hermeneutics of your choice that has been conducted within the past 8 years. The report will be 2,000-2,500 words.

C. Your Major Paper Proposal: Use the proposal format from etsjets.org for professional paper proposals. Include your research question, your thesis/hypothesis, the methodology you have chosen to answer the question, your main outline points you will pursue in the paper (starting with the historical survey of interpretation for your passage), and ending with your critical conclusions.

Session Four: The Study of the History of Biblical Interpretation (Part 3)

In Session Four we will continue our review of the history of biblical interpretation. Book reviews will be conducted for the following required textbooks. Students are expected to come to class prepared to take part in the discussions in the seminar.

A. Reading Reports: The student will turn in a Reading Report for each of the textbooks assigned for this session. Each report will be 750–1,000 words for each report.

Porter, Stanley E., and Sean A. Adams, eds. *Pillars in the History of Biblical Interpretation*. 2 vols. McMaster Biblical Studies Series. Eugene, OR: Pickwick Publications, 2016.
Review volume 2 of this series.

McKim, Donald K., ed. *Historical Handbook of Major Biblical Interpreters*. Downers Grove, IL: InterVarsity Press, 1998.

B. Critical Analysis of a Text, Genre, or Theological Topic: In this project, the student will choose an author from some era of time in the historical stream of biblical interpretation (e.g. an early church father, a reformer, a modern author prior to 1980, a modern author after 1980, etc.). The student will analyze a selected biblical text, genre, or topic which the selected author has written on. Define the methodology this author used and how the text/genre/topic was interpreted by this author through the application of the his/her methodology. Draw critical conclusions from your study and how this compares with other interpretations coming before and/or after. The paper will be 4,000 words.

Session Five: Theological Issues, Methods, and Application in Hermeneutics

Our final group session will consider theological issues, methods and application of methodologies.

A. Reading Reports: The student will turn in a Reading Report for each of the textbooks assigned for this session. Each report will be 750–1,000 words for each report.

Black, David Alan, and David S. Dockery, eds. *Interpreting the New Testament: Essays on Methods and Issues*. Nashville, TN: Broadman & Holman Publishers, 2001.

Rohrbaugh, Richard L., ed. *The Social Sciences and New Testament Interpretation*. Peabody, MA: Hendrickson Publishers, 1996.

Vanhoozer, Kevin J. *Is There a Meaning in This Text? The Bible, the Reader, and the Morality of Literary Knowledge*. Landmarks in Christian Scholarship. Grand Rapids, MI: Zondervan, 2009.

B. Step Project Paper: The student will prepare a “step paper” to begin work toward the major paper to be presented in the second half of the course. This current paper will follow your proposal submitted in Session Three. As a guide for completing this paper, use Thiselton, Anthony C. *The Holy Spirit: In Biblical Teaching, through the Centuries and Today*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2013. The paper will be 4,000–5,000 words.¹ Draw conclusions based upon your findings.

Your paper will examine the history of interpretation for a selected passage of Scripture or theological theme based on a text from Scripture. Using the information you are learning from the history of biblical interpretation, trace the history of interpretation for that passage or theme and interact with the issues pertaining to the topic.

=====

Book Review Guidelines/Rubric

Your book review should follow the standard format for turning in book reviews to a peer reviewed journal for publication (see the suggested book review guideline handout). You should include a clear statement of the author’s thesis, a summary of his/her chapters and/or sections, a discussion of the strengths of the book, its weaknesses, and whether or not you think the author accomplished answering the question or thesis of the book. Lengths are given for each assignment.

Book reviews will be evaluated on the following criteria:

1. **Grammar and Style:** spelling, sentence and paragraph development; punctuation; conformity to Turabian or SBL.
2. **Summary:** State the author’s thesis/question and give a fair, concise presentation of the book’s / journal article’s content.
3. **Evaluation:** A balanced, critical assessment of the book’s / journal article’s strengths and weaknesses.
4. **Research Insight:** Awareness of the book’s interpretive significance and place in the literature and field today.

Paper Proposal Guidelines

Your paper proposal will be written in the format ETS requires for paper submissions (see ETSJETS.org for instructions and word length). Use several sentences to introduce your topic

¹ Another excellent work to consult is Evans, Craig A. *To See and Not Perceive: Isaiah 6.9-10 in Early Jewish and Christian Interpretation*. Journal for the Study of the Old Testament 64. Sheffield: JSOT Press, 1989. Note how he surveys his OT passage through every era of interpretation.

and to build interest. State your research question clearly and concisely. Next, state the methodology you will use to answer the question and include a description of how (your paper sections) will answer your question. I will critique these and return for re-drafting. This may take several submissions, but you will have a proposal ready for submission to a professional meeting when you are done.

=====

The Last Three Sessions of the Semester

Sessions 6-8:

Papers will be scheduled in the first half of the course. There will be a respondent for each paper. Every seminar member is expected to come to class having read the papers & responses for that particular day and have substantive questions on the content, methodology, etc. of the paper. You will be expected to give a source or sources on the topic that the author did not cover so that your comments give added content to the discussions.

For this process to work properly, everyone must have your papers turned in on the given deadlines. This facilitates optimum discussion and allows for the seminar members to do research on the topic and survey sources, etc. The respondent will lead the discussion for each paper. Respondent's paper are also due prior to the seminar session.

Presenters will not read the papers. We will all do this ahead of time. You will have 2 minutes to summarize the thesis and results of your research. Respondents will have 7–10 minutes to summarize the salient points of the paper and give overall critique. Responders will initiate the discussion by asking a question or two of the presenter. This process will give us a more meaningful and fruitful experience in the seminar. Active engagement is expected by each seminar participant.

Session 6: Presentations of Major Papers and Critiques

Session 7: Presentations of Major Papers and Critiques

Session 8: Presentations of Major Papers and Critiques

Further Details

Research Paper

For the research paper assignment, the student will write a major research paper on a specific topic in current discussion in the field. The paper is to provide critique of the standard viewpoints and advance the learning on the subject and provide a thorough exegesis of the text of Scripture chosen. The presenter should write in such a manner as intending to publish the paper. The student's "step paper" portion may be summarized in order to leave room for the research portion of the paper.

Paper Presenter: Using your paper proposal prepared early in this course to give a clearly stated

research question you are seeking to explore and answer. Next, clearly state your methodology you plan to use for carrying out the research. The research papers are to be 10,000 words (including bibliography, footnotes and title page, etc.).

Papers will be distributed to each member of the seminar *one week prior* to the presentation in class. (By Monday noon, a week prior to class). With the paper, suggested reading will be offered for the class members to encourage class discussion. The presenter will have two minutes to make summary statements and then the responder will present.

Paper Responder: The responder will distribute the response papers to the class *two days prior* (by Saturday evening) to the class members. Responses will be 1000 words and the responder will have 7–10 minutes to summarize the salient points of the paper. The response paper should outline the strengths, weaknesses, and offer questions for discussion and/or clarification. After this initial response, the class will join in the discussion of the paper for the remainder of the time allotted.

Class Response: The seminar members will read the distributed papers before coming to class. Members should also engage the recommended readings for the most fruitful discussion. When the response papers are received, the seminar members will read the responses prior to class. *For optimal learning, this seminar requires that each person be responsible in meeting the deadlines for all papers and responses.*

Professor: The professor will provide a marked copy of the paper to the presenters at the end of the class period. The presenters will then make corrections based upon the professor's remarks, the responder's remarks, and class discussions. Each paper will then be corrected, improved, and submitted by **May 15**. Include with the finished paper your re-drafted 300-word proposal suitable for submitting to a professional meeting in the future. This proposal should follow the ETS guidelines for presenting papers. You will have not only a proposal but a first run, peer reviewed paper at the end of our seminar. We hope each of you will present your paper at a society meeting somewhere.

Mentors: Our hope is that more senior members of the class will consider mentoring the younger members. Consider establishing groups in social media or otherwise to exchange ideas, information, and encouragement. Build camaraderie and friendships to promote optimum learning and scholarship in the academy.

Papers will be evaluated on the following criteria:

1. **Grammar and Style:** Spelling; sentence and paragraph development; punctuation; conformity to Turabian; use of quotations (use them sparingly to clarify your analysis and interpretation).
2. **Clarity and Coherence:** Organization; logical development; overall sense of the paper. State the question/thesis clearly, define the methodology for answering the question/thesis clearly.
3. **Research:** Bibliography; type and variety of sources (primary, secondary monographs, journal articles, etc.); [Most bibliographic entries should be accompanied by footnote citations].

4. **Interpretive awareness and insight:** Factual accuracy; awareness of context and connection to other material (i.e., continuity/discontinuity; cause/effect; relationships/comparisons; sensitivity to context; awareness of persons, movements, or forces, historical and otherwise); use of the languages (Greek, Hebrew if applicable, and the LXX)
5. **Analysis and Evaluation:** Going beyond the mere reporting of facts to include explanation, interpretation, analysis of material; evaluation of the material at hand; demonstration that you have done a thorough critique of the material that you have researched.
6. **On-time Work:** Grade reductions will be tallied for late papers and responses. Part of your Ph.D. training is to learn how to manage your time and start work early enough to accommodate unexpected events or delays.

Classroom Behavior Guidelines and Policies

The following guidelines are presented to encourage all students to participate together in this course and should be kept in mind at all times.

1. Please do not hesitate to offer constructive criticism of the work of others in the class. Be sure to offer serious arguments and do so in ways that address the issues and do not attack the person.
2. Please do not be offended if criticism of your work is offered in the above spirit. Learning to give and accept criticism is part of scholarly development. Respect the right to disagree.
3. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.
4. Students should be on time to class or be prepared to offer an explanation after class to the professor.
5. Students are expected to stay for the entire class session, unless arranged in advance.
6. Students may eat and drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up.
7. Students are expected not to be doing work on any other subject except that of this course.
8. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them. Let all benefit from your comments or critiques.

Selected Bibliography

Bartholomew, Craig G. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids, MI: Baker Academic, 2015.

Bartholomew, Craig G., Colin J. D. Greene, and Karl Möller, eds. *Renewing Biblical Interpretation*. Vol. 1. Scripture & Hermeneutics Series. Grand Rapids, MI: Zondervan Publishing House, 2000.

Bartholomew, Craig G., Scott Hahn, Robin Parry, Christopher Seitz, and Al Wolters, eds. *Canon and Biblical Interpretation*. Grand Rapids, MI: Zondervan, 2006.

- Bartholomew, Craig G., and Heath A. Thomas, eds. *Manifesto for Theological Interpretation*. Grand Rapids, MI: Baker Academic, 2016.
- Bartholomew, Craig, Colin Greene, and Karl Moller, eds. *After Pentecost: Language and Biblical Interpretation*. Vol. 2. Scripture & Hermeneutics Series. Grand Rapids, MI: Zondervan, 2001.
- Beale, G. K., and D. A. Carson. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids, MI: Baker Academic, 2007.
- Beardslee, William A. *Literary Criticism of the New Testament*. Edited by Dan O. Via, Jr. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1970.
- Black, David Alan, and David S. Dockery, eds. *Interpreting the New Testament: Essays on Methods and Issues*. Nashville, TN: Broadman & Holman Publishers, 2001.
- Boers, Hendrikus. *What Is New Testament Theology? The Rise of Criticism and the Problem of a Theology of the New Testament*. Edited by Gene M. Tucker. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1979.
- Bray, Gerald Lewis. *Biblical Interpretation: Past & Present*. Downers Grove, IL: InterVarsity Press, 1996.
- Brown, Jeannine K. *Scripture as Communication: Introducing Biblical Hermeneutics*. Grand Rapids: Baker Academic, 2007.
- Bultmann, Rudolf, and Karl Kundsinn. *Form Criticism; Two Essays on New Testament Research*. Translated by Frederick C. Grant. New York: Harper & Row, 1962.
- Burge, Gary M. *Interpreting the Gospel of John*. Guides to New Testament Exegesis. Grand Rapids, MI: Baker Book House, 1992.
- Carson, D. A., and John D. Woodbridge, eds. *Hermeneutics, Authority, and Canon*. Grand Rapids, MI: Academie Books, 1986.
- Doty, William G. *Letters in Primitive Christianity*. Edited by Dan O. Via, Jr. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1973.
- Elliott, John H. *What Is Social-Scientific Criticism?* Edited by Dan Otto Via. Minneapolis, MN: Fortress Press, 1993.
- Gamble, Harry Y. *The New Testament Canon: Its Making and Meaning*. Edited by Dan O. Via, Jr. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1985.
- Gorman, Michael J., ed. *Scripture and Its Interpretation: A Global, Ecumenical Introduction to the Bible*. Grand Rapids, MI: Baker Publishing Group, 2017.

- Habel, Norman C., and J. Coert Rylaarsdam. *Literary Criticism of the Old Testament*. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1994.
- Hauser, Alan J., and Duane Frederick Watson, eds. *A History of Biblical Interpretation*. Vol. 1. Grand Rapids, MI: William B. Eerdmans Pub, 2003.
- Kearley, F. Furman, Edward Myers, and Timothy D. Hadley, eds. *Biblical Interpretation: Principles and Practices: Studies in Honor of Jack Pearl Lewis*. Grand Rapids, MI: Baker Book House, 1986.
- Klein, William W., Craig L. Blomberg, and Robert L. Hubbard. *Introduction to Biblical Interpretation*. 3rd Edition. Grand Rapids, MI: Zondervan, 2017.
- Köstenberger, Andreas J., and Richard Duane Patterson. *Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature, and Theology*. Grand Rapids, MI: Kregel Publications, 2011.
- . *Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature, and Theology*. Grand Rapids, MI: Kregel Publications, 2011.
- Krentz, Edgar, and Gene M. Tucker. *The Historical-Critical Method*. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1975.
- Long, V. Philips, Tremper Longman III, Richard A. Muller, Vern S. Poythress, and Moises Silva. *Foundations of Contemporary Interpretation*. Edited by Moises Silva. Grand Rapids, MI: Zondervan Pub. House, 1996.
- MacCarter, Jr., Peter Kyle. *Textual Criticism: Recovering the Text of the Hebrew Bible*. Edited by Gene M. Tucker. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1993.
- Marshall, I. Howard, ed. *New Testament Interpretation: Essays on Principles and Methods*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1977.
- McKim, Donald K., ed. *Historical Handbook of Major Biblical Interpreters*. Downers Grove, IL: InterVarsity Press, 1998.
- McKnight, Scot. *Interpreting the Synoptic Gospels*. Guides to New Testament Exegesis. Grand Rapids, MI: Baker Book House, 1988.
- Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Revised and Expanded. Downers Grove, IL: IVP Academic, 2010.
- Patte, Daniel. *Structural Exegesis for New Testament Critics*. Edited by Dan O. Via, Jr. Guides to Biblical Scholarship. Minneapolis, MN: Fortress Press, 1990.

- . *What Is Structural Exegesis?* Edited by Dan O. Via, Jr. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1976.
- Perrin, Norman. *What Is Redaction Criticism?* Edited by Dan O. Via, Jr. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1969.
- Petersen, Norman R. *Literary Criticism for New Testament Critics*. Edited by Dan O. Via, Jr. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1978.
- Porter, Stanley E., ed. *Dictionary of Biblical Criticism and Interpretation*. 2 vols. New York: Routledge, 2007.
- Porter, Stanley E., and Sean A. Adams, eds. *Pillars in the History of Biblical Interpretation*. 2 vols. McMaster Biblical Studies Series. Eugene, OR: Pickwick Publications, 2016.
- Porter, Stanley E., and Jason Robinson. *Hermeneutics: An Introduction to Interpretive Theory*. Grand Rapids, MI: William B. Eerdmans, 2011.
- Porter, Stanley E., and Beth M. Stovell, eds. *Biblical Hermeneutics: Five Views*. Downers Grove, IL: IVP Academic, 2012.
- Rast, Walter E. *Tradition History and the Old Testament*. Edited by Gene M. Tucker. Guides to Biblical Scholarship. Philadelphia, PA: Fortress Press, 1988.
- Rohrbaugh, Richard L., ed. *The Social Sciences and New Testament Interpretation*. Peabody, MA: Hendrickson Publishers, 1996.
- Starling, David Ian. *Hermeneutics as Apprenticeship: How the Bible Shapes Our Interpretive Habits and Practices*. Grand Rapids, MI: Baker Academic, 2016.
- Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2009.
- . *New Horizons in Hermeneutics*. Grand Rapids, MI: Zondervan Pub. House, 1992.
- . *The Holy Spirit: In Biblical Teaching, through the Centuries and Today*. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2013.
- Vanhoozer, Kevin J. *Is There a Meaning in This Text? The Bible, the Reader, and the Morality of Literary Knowledge*. Landmarks in Christian Scholarship. Grand Rapids, MI: Zondervan, 2009.
- Walton, John H., and Sandy D. Brent. *The Lost World of Scripture: Ancient Literary Culture and Biblical Authority*. Downers Grove, IL: InterVarsity Press, 2013.

