



# Daystar Institute of Biblical Theology & Leadership Development

## COURSE SYLLABUS

### EXEGETICAL THEOLOGY I: PRINCIPLES & PRACTICE OF BIBLICAL INTERPRETATION

October 28, 2008

#### INTRODUCTION

For the purposes of this course, we define **doing theology** as the act of deriving theological principles from Scripture through proper hermeneutical procedure and skillfully applying those principles to the practical issues of life and ministry in community and in culture. Moreover, we define **theological education** as the pedagogical process by which those who have embraced Jesus Christ as Savior and have placed themselves under his authority as Lord acquire skill in doing theology. The scope and rigor of theological education required by a disciple of Christ is a function of his or her **ministry identity**, defined as the unique profile of talents and endowments that determine the particular set of ministry arenas in which he or she can perform with great power, impact, and fruitfulness. **Theology as habitus** is the desired outcome of theological education whereby the disciple habitually applies theological principles to all aspects of life and ministry, and he or she thereby walks in the way of Christ and the apostles; to wit, the way of wisdom.

#### COURSE DESCRIPTION

In accordance with the above definitions, this course is the cornerstone to church-based theological education in that it addresses the process by which we derive theological principles from Scripture. The overall objective of the course is to contribute to the goal of doing theology in community and in culture by helping students explore, discuss, and practice the science and art of biblical hermeneutics – that is, to acquire skill in carefully observing, reasonably interpreting, and diligently applying what we find written in the Bible with minds that are submitted to the authority of God as expressed through the language of Scripture.

This course is the first of a three-course sequence in exegetical theology; the other two courses in the sequence are as follows: <sup>1</sup>

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<sup>1</sup> Refer to *Introduction to the Daystar Institute of Biblical Theology & Leadership Development* for an overall description of the curriculum offered by the Institute, and to *A Pauline Template for Theological Education* for the derivation and motivation of the Institute's curriculum from the teachings of the Apostle Paul. Both of these documents are available in the Daystar section of [www.thefoothills.us](http://www.thefoothills.us).

- ◆ Exegetical Theology II: Biblical Languages & Study Aids
- ◆ Exegetical Theology II: Midrashic Methods of Interpreting Scripture

## LEARNING OBJECTIVES

The learning objectives for this course of study are as follows: <sup>2</sup>

- ◆ To gain an appreciation for the historical reliability of the Scriptures, the process by which books were accepted into the canon of Scripture, the methods of textual criticism and Bible translation, and some of the approaches that have been used to understand the Bible over the centuries.
- ◆ To gain an appreciation for the importance of thoroughly observing the text of Scripture in its theological, historical, cultural, canonical, and linguistic contexts in order to accurately derive the author's intended meaning, and then making practical application of that meaning to one's life and ministry.
- ◆ To acquire skill in applying the principles of sound biblical interpretation – that is, general hermeneutics – to the accurate derivation of the author's intended meaning from passages of Scripture.
- ◆ To become conversant with the different literary genres of the Bible and how special rules apply to the observation, interpretation, and application of those genres.
- ◆ To acquire skill in the science and art of studying the Bible through practice in observing various texts of Scripture, drawing good and well-reasoned conclusions about those texts in accordance with authorial intent, and applying those conclusions to life and ministry in both individual and group study.

## COURSE RESOURCES

Relevant Scripture and theological readings are prescribed for each of the five parts of the SHARED LEARNING IN COMMUNITY section. The theological readings are prescribed from the following list:

- (a) *Legitimate Hermeneutics*, by Walter Kaiser.
- (b) *The Author's Intention as a Crucial Factor in Interpreting Scripture: An Introduction*, by Tracy Howard.
- (c) *Contextual Analysis*, by Walter Kaiser.
- (d) *The Task of Recognition*, by Elliott Johnson.
- (e) *The Task of Exegesis*, by Elliott Johnson.
- (f) *Overview and Analysis*, by William Larkin.
- (g) *Theological Analysis*, by Walter Kaiser.
- (h) *Applying the Biblical Message: A Proposal for the Transcultural Problem*, by Henry Virkler.
- (i) *The Single Intent of Scripture*, by Walter Kaiser.
- (j) *The Goal of Interpretation*, by Elliott Johnson.
- (k) *In Defense of the Author*, by E. D. Hirsch.
- (l) *The Prophetic Use of the Old Testament in the New: Introduction*, by Walter Kaiser.
- (m) *Apocalyptic Genre in Literal Interpretation*, by Elliott Johnson.
- (n) *New Testament Word Analysis*, by Darrell Bock.
- (o) *The Task of Application*, by Elliott Johnson.
- (p) *Interpretation, Application and Contextualization*, by William Larkin.
- (q) *Interpretation and Application*, by William Larkin.
- (r) *The Principle of Validation*, by Elliott Johnson.

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<sup>2</sup> These learning objectives are adapted from the objectives for the course entitled *Interpreting the Word I: Principles & Procedures*, BILD-International, Ames, Iowa, p. 1-3.

- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard.
- (t) *How to Read the Bible for All Its Worth*, by Gordon D. Fee and Douglas Stuart.
- (u) *An Introduction to Biblical Hermeneutics*, by Moisés Silva and Walter C. Kaiser, Jr.
- (v) *Transforming Bible Study*, by Bob Grahmann.
- (w) *The Student, the Fish, and Agassiz*, by unknown author.
- (x) *The Canon of Scripture*, by F. F. Bruce.
- (y) *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*, by Walter C. Kaiser, Jr.
- (z) *Rightly Divided: Readings in Biblical Hermeneutics*, Roy B. Zuck, General Editor.
- (za) *Biblical Interpretation: An Integrated Approach*, by W. Randolph Tate.
- (zb) *Foundations of Contemporary Interpretation*, Moisés Silva, General Editor.
- (zc) *Hermeneutics: Principles and Processes of Biblical Interpretation*, by Henry A. Virkler.
- (zd) *Translating Truth*, by Wayne Grudem, Leland Ryken, C. John Collins, Vern S. Poythress, and Bruce Winter.
- (ze) *Bible Translation Differences*, by Leland Ryken.
- (zf) *Introduction to the Torah: An Analysis of Its Literary Background and Historical Authenticity*, by Peter Briggs.
- (zg) *Theology of the Book of Psalms – Part One*, by Peter Briggs.
- (zh) *Adventures in Biblical Interpretation*, a series of lectures supporting the course learning objectives.

Theological readings (a) through (r) are included in the course binder for *Interpreting the Word I: Principles & Procedures*. This course binder can be ordered from the following source:

BILD, International  
 P.O. Box 1507  
 Ames, Iowa, 50014-1507  
 (515) 292-7012

The course binder and Items (s) through (zh) are available in the Daystar Institute Library at The Foothills, 12504 Candelaria Road NE, Albuquerque, NM. Item (zg) along with this syllabus and other materials pertinent to the course are available in the [Daystar](http://www.TheFoothills.us) section of the website [www.TheFoothills.us](http://www.TheFoothills.us) (click on the [Daystar](#) tab near the upper right corner of the home page).

## SHARED LEARNING IN COMMUNITY (SLIC)

This section of the course syllabus will be completed by your preparation for and participation in a sequence of seminars in which the learning objectives for the course will be substantially realized through discussion of a number of research questions and issues. The questions and issues to be addressed are organized into a number of parts with a defined learning objective and prescribed Scripture and theological readings for each part. The theological readings are drawn from the list under *Course Resources* above.

If you are intending to take this course for academic credit you shall prepare written responses to each of the questions and issues. Even if you are not intending to take this course for academic credit, you may still choose to write out your responses to the questions and issues. In any case, you should structure your response to a research question or issue according to the following three-part outline:

- ◆ A summative overview of your response which presents a crisp, cogent answer to the question or issue in a short paragraph consisting of no more than three sentences.

- ◆ An expansion of the response revealing analysis of logical complexities, evaluation and synthesis of alternative concepts and viewpoints, and a general mastery of the material assumed by the question or issue.
- ◆ A summative conclusion.

In other words, responses to the research questions and issues, whether written or oral, together with your participation in the SLIC discussion sessions for this course, should reveal not only your mastery of the course subject matter but also your ability to powerfully and convincingly communicate the results of your research.

If you are intending to take this course for academic credit, your written response to each question or issue shall be an essay which is as complete as possible within the scope of the question or issue. The minimum length for an essay response shall be one page, double-spaced, using a 12-point font and one-inch margins. The maximum length for an essay response shall be two pages, formatted as specified above.

## **PART 1 – THE SCIENCE AND ART OF INTERPRETATION**

### **Learning Objective for Part 1**

The learning objective of Part 1 is to introduce students to the science and art of interpreting Scripture, including why the Bible is a book worthy of study, why accurate interpretation of the Bible is important, and the process by which a close approximation to the meaning intended by the author can be derived from any given biblical text.

The Part 1.1 discussion includes an overall introduction to the course, a definition of hermeneutics, an articulation of the challenges that confront the contemporary student of the Bible as a piece of ancient literature, and a definition of the rules of inductive Bible study.

### **Scripture Readings for Part 1**

The following Scripture passages, in combination, define a substantial biblical basis for the practice of biblical interpretation; to wit, a biblical theology of hermeneutics:

- ◆ Deuteronomy 29:29
- ◆ Joshua 1:8
- ◆ Psalm 12:6; 19:7-11; 32:8-9; Psalm 119:89; & 138:2
- ◆ Proverbs 8:1-9
- ◆ Matthew 5:17-20, 7:13-14, 7:21-27 & 28:18-20
- ◆ Romans 1:18-20
- ◆ 1 Corinthians 2:6-16
- ◆ 2 Timothy 2:15-18 & 3:16-17
- ◆ Hebrews 4:12

- ◆ James 3:17
- ◆ 2 Peter 1:12-21

Read each of these passages in its context to determine what the author intended to convey concerning how we should approach, read, and interpret Scripture.

### Theological Readings for Part 1.1

Read the following in preparation for responding to the questions and issues for Part 1.1:

- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. xix-xxiii & 3-20.
- (u) *An Introduction to Biblical Hermeneutics*, by Moisés Silva and Walter C. Kaiser, Jr., pp. 15-25.
- (w) *The Student, the Fish, and Agassiz*, by unknown author.

### Questions and Issues for Part 1.1

The questions and issues for Part 1.1 are as follows:

1. Briefly define hermeneutics and its goal, and then discuss the significance of each of the Scripture readings in regard to the practice of hermeneutics. Initiate the formulation of an essay on your own biblical theology of hermeneutics. You are encouraged to continue development of this essay as you do further research.
2. Explain why students of the Bible should acquire skill with and learn to practice hermeneutical principles and procedures. Of the several factors that enter into the derivation of the meaning of a passage of Scripture, which, would you say, is the most important? Be prepared to defend your position.
3. Discuss the significance of the dual authorship of Scripture in regard to biblical hermeneutics. In particular, discuss the significance of the phrase, "authorial intent," in regard to the authorial roles of the divine and human author. Taking into account the dual authorship of Scripture, explain why it is necessary for a student of the Bible to ascertain the meaning intended by both of the authors. In particular, do you believe that the intended meaning of a passage of Scripture is always just one main idea? Why or why not?
4. Identify and briefly discuss the three basic steps of the inductive Bible study method. Identify and briefly discuss the bridge steps. Discuss the importance of the inductive Bible study method in determining the intended meaning of a passage of Scripture. In particular, discuss why the inductive method should serve as the foundation for all study of Scripture. Compare and contrast the inductive versus a deductive method of studying Scripture. Include in your discussion at least one important example of a deductive method. Identify and briefly discuss the perils that attend the deductive method in regard to accurately deriving the intended meaning of a passage of Scripture.
5. Discuss the impact of the postmodern culture of the 21<sup>st</sup> century upon the practice of biblical hermeneutics. In particular, identify at least three unique challenges that confront the 21<sup>st</sup> century student of the Bible that are created by the surrounding postmodern culture, and discuss how each can be overcome.

### Theological Readings for Part 1.2

Read the following in preparation for responding to the questions and issues for Part 1.2:

- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. 23-62.
- (u) *An Introduction to Biblical Hermeneutics*, by Moisés Silva and Walter C. Kaiser, Jr., pp. 211-227.

### Questions and Issues for Part 1.2

The questions and issues for Part 1.2 are as follows:

1. Identify and discuss each of the various methods that have been employed in studying and interpreting the Bible through the centuries. In particular, identify and discuss the unique features of each of these methods. Critically evaluate each method by identifying and discussing both its positive and negative aspects. Trace the manner in which the interpretive methods we use today have been influenced by these earlier methods.
2. Review and reflect on those scholars, teachers, philosophers, and theologians who have exerted great influence in the sphere of biblical interpretation over the course of human history. Identify and discuss each of the five most influential persons according to your estimation. In your discussion, critically evaluate the contributions of each against the normative principles of Scripture and in terms of the magnitude and durability of his impact, whether it be positive or negative.

### Theological Readings for Part 1.3

Read the following in preparation for responding to the questions and issues for Part 1.3:

- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. 103-131.
- (x) *The Canon of Scripture*, by F. F. Bruce, pp. 134-144 & 255-269.
- (zd) *Translating Truth*, by Wayne Grudem, Leland Ryken, C. John Collins, Vern S. Poythress, and Bruce Winter, pp. 19-56.
- (ze) *Bible Translation Differences*, by Leland Ryken, pp. 5-30.
- (zf) *Introduction to the Torah: An Analysis of Its Literary Background and Historical Authenticity*, by Peter Briggs, pp. 5-64.

### Questions and Issues for Part 1.3

The questions and issues for Part 1.3 are as follows:

1. Formulate in your own words a definition of the terms **canon**, **canonicity**, and **the canonical books of the Bible**. Employing language appropriate for a person who is not at all conversant with Christianity, describe the process by which documents came to be recognized as inspired and were accepted into the biblical canon. What arguments would you offer in response to someone who feels strongly that some books were omitted from the canon that should have been included, or that some books were included in the biblical canon that should have been omitted?

2. Present and discuss evidence that could be adduced in support of the authenticity, historical reliability, and trustworthiness of the canonical books of the Bible?
3. Formulate in your own words a definition of the term **textual criticism** and discuss the manner in which the science of textual criticism has contributed to our interpretation of Scripture. In particular, discuss the ways in which textual criticism has contributed positively to our study of Scripture and the ways in which it has been detrimental.
4. Briefly summarize the literary history of the Bible as it has come down to us in the 21<sup>st</sup> century.
5. Formulate in your own words a representation of the factors that complicate the translation of the ancient text of Scripture into modern English. Identify and discuss each of the principal methods of Bible translation and critically evaluate the beneficial and detrimental aspects of each. Given the Bible translations with which you have personal experience, which is your preferred translation and why? Discuss the benefits and detriments of the multiplicity of Bible translations presently available. Discuss the factors that are most important to you in choosing a Bible translation for your personal use.

## **PART 2 – THE INTERPRETER AND THE GOAL**

### **Learning Objective for Part 2**

The learning objective of Part 2 is to gain an appreciation for and an understanding of the complexities involved in deriving the meaning of a text of Scripture that the author intended to convey to his original audience. These complexities include the presuppositions and pre-understandings that each interpreter inevitably brings to the task of biblical interpretation as well as the possibility of multiple levels or facets of meaning that may be present in the biblical text.

### **Scripture Readings for Part 2**

Continue to read and reflect upon the Scripture passages listed under Part 1. As you progress through this course of study, you should endeavor to formulate from these passages, and others that you may add to the list, a **biblical theology of hermeneutics**.

### **Theological Readings for Part 2.1**

Read the following in preparation for responding to the questions and issues for Part 2.1:

- (a) *Legitimate Hermeneutics*, by Walter Kaiser, pp. 117-147.
- (d) *The Task of Recognition*, by Elliott Johnson, pp. 74-85.
- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. 135-168.

### **Questions and Issues for Part 2.1**

The questions and issues for Part 2.1 are as follows:

1. According to the reading for Part 2.1, identify the factors that qualify a person to be able to interpret the true significance of God's written revelation to humanity. Critically evaluate and discuss the authors' statements and assertions and render your opinion. Do you agree or disagree? Why or why not? What qualifications, if any, would you add to their list?

2. Interact with the idea that sound interpretation of the Scriptures involves more than just relying on the Holy Spirit and prayer. Discuss why it is necessary to correctly and rigorously employ hermeneutical methods and techniques, along with various Bible study aids such as lexicons, dictionaries and commentaries, in order to arrive at an accurate understanding of the biblical text.
3. In the text by Klein, Blomberg and Hubbard, much is said about the presuppositions and pre-understandings that an interpreter brings to his or her study of the biblical text. Critically evaluate and discuss the different presuppositions and pre-understandings that are mentioned. What, if anything, is the difference between the two terms? What role do these presuppositions and pre-understandings play both in hindering and helping an interpreter arrive at an accurate understanding of the author's intended meaning? When do you feel it is appropriate and even necessary for someone to lay aside his or her pre-conceived notions of what a text means? When is it dangerous to do so?
4. What is the "hermeneutical spiral" and how does it describe the process of interpretation with regard to Scripture? Present an example from your own experience of how this spiral operates in the process of biblical interpretation. Is there ever a time when it would be appropriate for an interpreter to "wipe the slate clean" and try to approach a text with as few pre-understandings and possible? Why or why not?

### Theological Readings for Part 2.2

Read the following in preparation for responding to the questions and issues for Part 2.1:

- (b) *The Author's Intention as a Crucial Factor in Interpreting Scripture: An Introduction*, by Tracy Howard, pp. 22-27.
- (i) *The Single Intent of Scripture*, by Walter Kaiser, pp. 123-141.
- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. 117-151.

### Questions and Issues for Part 2.2

The questions and issues for Part 2.2 are as follows:

1. Based on the readings for Part 2.2, discuss what you believe to be the ultimate goal of interpreting Scripture. What arguments would you advance in support of your view? What arguments might someone else advance to counter your view? Critically evaluate the counter-arguments and discuss why your arguments carry more weight.
2. Critically analyze, evaluate, and discuss the view that the author of a passage of Scripture is trying to communicate one principal truth. What arguments would you present for maintaining this position? Critically analyze, evaluate, and discuss the alternative view that there are multiple levels or facets of meanings, or more than one principal truth that the author intended to communicate? What evidence would you cite to support this view?

3. Critically evaluate and briefly discuss three examples of how different groups of Christians have discovered different meanings in the same passages of Scripture.<sup>3</sup> How do such differences in interpretation relate to our discussion of the goal of interpretation?
4. Discuss the meaning of the term *sensus plenior*. Critically analyze, evaluate, and discuss the questions and issues related to this method of understanding Scripture. Do you agree or disagree with the idea that there may be deeper meanings in a passage of Scripture that were unknown to the human author? Can you present one or more passages of Scripture which provide a biblical basis for your view? What implications does this viewpoint have for the process of biblical interpretation?

### PART 3 – UNDERSTANDING GENERAL HERMENEUTICS AND ITS APPLICATION TO BIBLICAL INTERPRETATION

#### Learning Objective

The learning objective of Part 3 is the acquisition of skill in the application of the rules and procedures of general hermeneutics. This includes careful observation of the text; discovery and application of the theological, historical, cultural, canonical, and linguistic context of a passage; the discovery of word meanings and the conduct of word studies; conduct of grammatical/structural studies; and the distinctive rules of interpretation applicable to Hebrew poetry.

#### Scripture Readings for Part 3

Continue to read and reflect upon the Scripture passages listed under Part 1. As you progress through this course of study, you should endeavor to formulate from these passages, and others that you may add to the list, a *biblical theology of hermeneutics*.

#### Theological Readings for Part 3.1

Read the following in preparation for responding to the questions and issues for Part 3.1:

- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. 213-272.

#### Questions and Issues for Part 3.1

The questions and issues for Part 3.1 are as follows:

1. Klein, Blomberg and Hubbard list five essential factors that need to be considered as a person interprets a passage of Scripture. Identify and describe these five factors in detail, critically analyzing, evaluating, and discussing their significance for the process of interpreting Scripture. Specifically, what role do the factors of historical, cultural, and linguistic context play in determining the author's intended meaning of a passage of Scripture?
2. Critically analyze and discuss the importance of discovering the meanings of words in the process of interpreting a passage of Scripture. What crucial issues must be considered in order to understand the meanings of words and why are these significant? With reference to any given word in the Hebrew, Aramaic, or Greek texts, define the following two technical terms: *range of meaning* and *semantic field*. What specific steps should be followed in determining

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3 A set of resources that you should consider in addressing this issue are those included in the Counterpoint Series edited by Stanley N. Gundry and published by Zondervan of Grand Rapids, Michigan. Two of these resources are as follows: *Five Views on Sanctification* and *Three Views on the Millennium and Beyond*.

the meaning of a particular word in a passage of Scripture, and which lexical and grammatical tools are most useful in this task?

3. Critically analyze and discuss the importance of discerning grammatical-structural relationships in the process of interpreting a passage of Scripture. What steps must be taken, and what types of markers must one look for in the course of grammatical-structural study of a text? How will understanding these factors enhance one's ability to derive the author's intended meaning of the biblical text? What recourse is there for someone who is not well-versed in the original languages of the Bible (i.e., Hebrew, Aramaic and Greek)?
4. For practical application of the learning accomplished under Part 3.1, explore and determine the meaning of the word 'justified' as it is used in Romans 3:28 and in James 2:24. Be sure to follow carefully all of the steps defined in the course resources for determining the meaning of a word. Make use of whatever tools you feel are appropriate.

### Theological Readings for Part 3.2

Read the following in preparation for responding to the questions and issues for Part 3.2:

- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. 273-319.
- (zg) *Theology of the Book of Psalms – Part One*, by Peter Briggs.

### Questions and Issues for Part 3.2

The questions and issues for Part 3.2 are as follows:

1. What are the unique features of Hebrew poetry that distinguish it from various types of prose? What three elements of the Bible's poetry are in view as we attempt interpretation? Why do Klein, Blomberg, and Hubbard suggest that poetry has a "higher degree of structure" than prose and a greater "economy of language?"
2. Identify, critically analyze, and discuss the various sounds and rhythms of Hebrew poetry. What devices do Hebrew poets use to rhyme their verses? How does knowledge of these devices support and enhance our understanding of the author's intended meaning?
3. Identify, describe, and illustrate through selected verses of Scripture each of the different types of poetic structures that are mentioned in the theological readings for Part 3.2. Identify and briefly describe each of the different kinds of parallelism, and explain how the use of parallelism enables an author to make his point more forcefully. How do staircase and chiasmic structures differ from other types of Hebrew poetic structures. Explain how the identification of such structures supports and enhances our understanding the meaning of a biblical passage?

## PART 4 – UNDERSTANDING THE LITERARY GENRES OF THE BIBLE

### Learning Objective

The learning objective of Part 4 is to acquaint students with the diversity of literary genres included in the biblical documents and to introduce the special rules that apply to interpreting each of these genres.

## Scripture Readings

Continue to read and reflect upon the Scripture passages listed under Part 1. As you progress through this course of study, you should endeavor to formulate from these passages, and others that you may add to the list, a ***biblical theology of hermeneutics***.

### Theological Readings for Part 4.1

Read the following in preparation for responding to the questions and issues for Part 4.1:

- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. 323-397.
- (t) *How to Read the Bible for All Its Worth*, by Gordon D. Fee and Douglas Stuart, pp. 89-106.

### Questions and Issues for Part 4.1

The questions and issues for Part 4.1 are as follows:

1. Survey the many different genres that are found in the Hebrew Scriptures. Make a list of the different types and present a brief description of each. In terms of the effectiveness of conveying theological truth, discuss the benefit of such a diverse set of literary styles? How does recognition of the distinctive properties of a particular genre enhance your ability to interpret a passage of Scripture?
2. Critically analyze, evaluate, and discuss the principles of interpretation presented in the theological readings for each of the different types of narrative genres (i.e., reports, heroic narratives, prophet stories, comedy, farewell speeches, and embedded genres). Identify the key components of correct interpretation for each of these genres and assess their similarities and differences. Critically evaluate and discuss the following statement in the text by Fee & Stuart: "Old Testament narrative does not usually directly teach a doctrine." What do you believe this statement is intended to convey? Do you agree or disagree? Why or why not?
3. Critically analyze, evaluate, and discuss the principles of interpretation applicable to the legal documents in the Hebrew Scriptures. Identify the different types of legal material and assess the similarities and differences among them in regard to ascertaining the meaning of such material. Based upon all of your research thus far, and employing a selected paragraph-length legal passage from the Torah (i.e., the five books of Moses), discuss how you would go about deriving the meaning of the passage. Then discuss how you would go about deriving its significance for practical application in your own life and ministry.
4. Critically analyze, evaluate, and discuss the principles of interpretation for prophetic passages in the Hebrew Scriptures. Identify and describe the differences between "forth-telling" and "foretelling" and present examples of each by selecting passages from the biblical text. Identify and describe the unique features of apocalyptic prophecy, and discuss how interpretation of these passages differs from interpreting "prophecy proper." Identify the meaning of the phrase, "telescopic view of prophecy" and discuss its implications for interpreting prophetic passages in the Bible.
5. Identify, analyze, and discuss the various types of wisdom literature, including the unique features of each. Evaluate and discuss the representation of the Book of Proverbs as "probable truth statements" as compared with "absolute truth statements." How does representing Proverbs in this way impact your approach to interpreting passages in Proverbs?

## Theological Readings for Part 4.2

Read the following in preparation for responding to the questions and issues for Part 4.2:

- (s) *Introduction to Biblical Interpretation*, by William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, pp. 399-448.

## Questions and Issues for Part 4.2

The questions and issues for Part 4.2 are as follows:

1. Survey, list, and describe each of the literary genres that are included in the Christian Scriptures. In particular, select an exemplary passage and present a brief characterization of each. What significant differences stand out to you as you compare and contrast the literary content of the Christian Scriptures with that of the Hebrew Scriptures? In particular, how are the narrative sections of the Christian Scriptures different from the narrative sections of the Hebrew Scriptures? Discuss the significance of these differences in regard to the task of interpretation.
2. Present a detailed explanation of the unique features of gospel literature and the principles that should be employed to interpret the gospel accounts. Include in your discussion a description of what it means to read horizontally and to read vertically in the gospel texts. Identify and discuss the distinctive characteristics of parable and the principles of interpretation that are applicable to this literary genre.
3. In what ways is the Book of Acts similar to the Gospel accounts and in what ways is it different? Analyze and discuss the unique features of the Book of Acts and identify the best approach to its interpretation. Be prepared to defend your conclusions.
4. Identify, critically analyze, and discuss the ways in which epistolary literature in the Christian Scriptures differs from the Gospels and Acts. Identify the principles of interpretation that are applicable to the epistles, and demonstrate why proper interpretation depends upon the rigorous application of these principles.
5. Identify, analyze, and discuss the ways in which the Book of Revelation is similar to other books in the Bible and ways in which it is different. Characterize the preterist and futurist approaches to interpreting the Book of Revelation, and critically analyze, evaluate, and discuss the virtues of each viewpoint. Present a detailed explanation of the approach that you believe should be taken to correctly interpret the Book of Revelation and be prepared to defend your position.

## PART 5 – CULTIVATING AND APPRECIATING THE FRUITS OF INTERPRETATION

### Learning Objective

The learning objective of Part 5 is that students would embrace the ultimate goal of biblical interpretation with reference to a particular biblical text as being the enfleshment of the author's intended theological message for his original audience in the lives and ministries of contemporary believers and thereby in the life and ministry of the church. This is what we mean by ***doing theology as habitus***.

### Scripture Readings

Read the following biblical passages in preparation for responding to the questions and issues for Part 5:



## **Theological Readings**

Read the following in preparation for responding to the questions and issues for Part 5:

## **Questions and Issues**

The questions and issues for Part 5 are as follows:

- 1.
- 2.
- 3.

## RESEARCH AND APPLICATION PROJECTS

Perform the first and one other of the following projects to complete this course of study:

- ◆ **Reading & Research.** Select from Items (a) through (zc) a total of 400 pages for reading and research that are not prescribed in the *Shared Learning in Community* section of this syllabus. Document your reading and research in fulfillment of this module by means of an annotated bibliography. Your annotated bibliography shall include the following:
  - ▶ For each resource you have consulted, cite complete reference information in accordance with an approved academic format (e.g., APA or Turabian).
  - ▶ For each portion of a resource that you have consulted, cite the page range and summarize the key findings, insights, or concepts that you have derived from that page range.
  - ▶ In addition, summarize your analysis and evaluation of the author's arguments. Also, summarize any creative synthesis of the author's ideas with ideas derived from your other research.
- ◆ **Teaching Application.** Develop a plan for a series of teaching sessions or seminars that are aligned with the learning objectives for this course of study. Your plan should be patterned according to this syllabus and should include a brief description, a set of learning objectives, a list of materials pertinent to the learning objectives, and an outline of the lectures or seminars. Actually perform the teaching sessions or lead the seminars you have outlined, and request three of the class members to evaluate the quality and content of the teaching sessions or seminars in terms of how well the stated learning objectives were achieved.
- ◆ **Preaching Application.** Develop a plan for a series of at least three sermons or messages that are aligned with the learning objectives for this course of study. Your plan shall include a clear definition of the overall objective of the series as well as that for each of the individual messages. For each of the messages, it shall include the biblical passages on which the message is based and an outline of the message. Actually deliver the messages you have outlined, and request three of the members of your audience to evaluate the quality and content of the messages in terms of how well the stated objectives were achieved.
- ◆ **Research Paper.** Prepare and deliver to a critical audience a formal research paper that is aligned with the learning objectives for this course of study. Your paper shall consist of at least the following parts or sections:
  - ▶ An abstract that presents a one-page summative overview of the paper, including its principal findings and conclusions.
  - ▶ An introduction that states the purpose of the paper and a summary of the motivating theological problems or issues.
  - ▶ A section which precisely defines the research question or issue being addressed and includes a definition of the terminology and concepts that are employed in your analysis.
  - ▶ A section which summarizes and evaluates the pertinent prior research on the research question or issue being addressed. Reference citations and quotations shall be in accordance with an approved academic format (e.g., APA or Turabian).
  - ▶ An analytical section which includes a careful exegesis of the biblical texts on which your research is based and a synthesis of a resolution to the research question or issue.

- ▶ A conclusion which summarizes the important results of your research.
- ▶ A list of references prepare in accordance with an approved academic format (e.g., APA or Turabian).

Request three members of your audience to evaluate your paper in terms of the significance of the research question or issue addressed, the quality of your research, and the clarity of your presentation.

- ◆ ***Personal Project*** of your own design. Design and propose a project of special interest to you which is aligned with the learning objectives of this course of study and the scope of which is consistent with the other project options defined above. Present your proposal to your mentor for approval and modify it as needed in accordance with your mentor's directions.