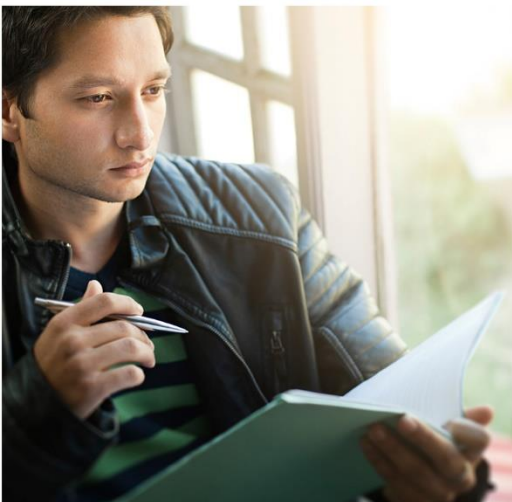
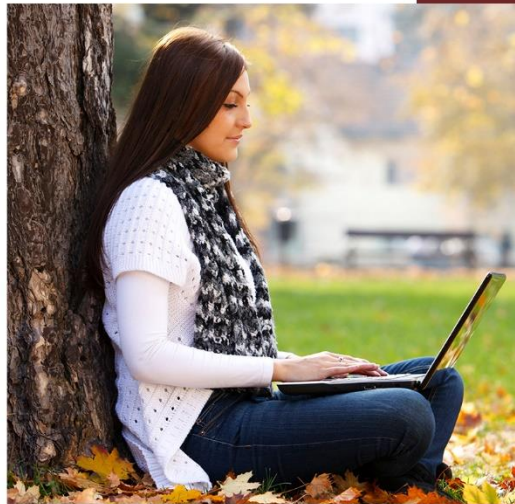
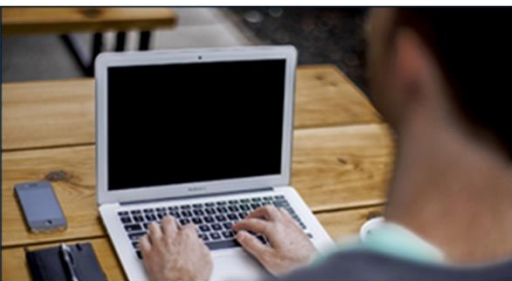
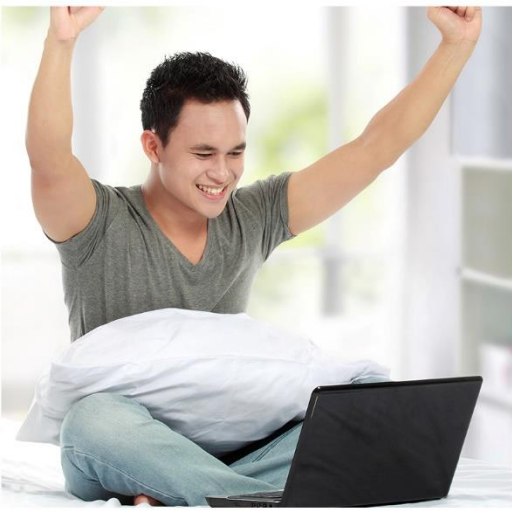


# SYLLABUS



**RELB 245 Hermeneutics**  
**Fall 2020**



“The unfolding of your words gives light; it imparts understanding to the simple.”

פֶּתַח דְּבָרֶיךָ יֵאִיר מִבֵּין פְּתִיִּים: WTT Psalm 119:130.

ἡ δῆλωσις τῶν λόγων σου φωτιεῖ καὶ συνετιεῖ νηπίους  
LXX Psalm 118:130

Cover picture: Early Christian symbols: a fish - ἰχθὺς, *ichthus*, an acronym meaning:  
I:Jesus=Jesus; X:Xristos=Christ, Th:Theos=God, U:huios=Son; S:soter=Saviour from an etching in  
St. Sebastian catacomb, Rome.

## RELB 245 Hermeneutics

### Consortium of Adventist Colleges and Universities

#### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

#### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

#### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

#### Course Descriptions

An introduction to the presuppositions beneath various interpretative approaches to the biblical text and application of the principle of interpretations to texts representing the various genres of the Old and New Testaments.

#### Prerequisite

RELB 100 – God and Human Life. Recommended to have completed at least one year of biblical Greek.

#### Course Rationale

This course analyzes and explains the development of methods for biblical exegesis and different approaches for biblical hermeneutics. It reviews the presuppositions, principles and methodology, in so doing, aiming for a proper manner how to understand the Sacred Scriptures. It includes a review of the allegorical, textual criticism, literary, sociological, ideological and cultural criticisms, as well as, comparative, words studies, intertextuality and thematic studies approaches under the umbrella of the historical-grammatical method and in contrast to the historical-critical method. In addition, it seeks the ability to utilize the standard reference tools available for useful Bible studies.

**Required Text/Material**

A critical edition of the Bible in a modern language. Recommended:

*The New Oxford Annotated Bible (NRSV)*, Third Edition. Michael D. Coogan, editor, (New York: Oxford University Press, 2001), or  
*Andrews Study Bible – NKJV*, (Berrien Springs, MI: Andrews University Press. 2010) or  
*The ESV Study Bible (English Standard Edition)*, (Wheaton, IL: Crossway Bibles, 2008).

The following textbooks are required:

George W. Reid, *Understanding Scripture: An Adventist Approach*, (Hagerstown, MD: Review and Herald Publishing Association, 2006); ISBN: 978-0-925675-17-0.  
David Jasper, *A Short Introduction to Hermeneutics*. (Louisville, KY: Westminster John Knox Press, 2004); ISBN: 978-0-664-22751-7.

**NOTE:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

**Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 11.25 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A suggested schedule for each module is listed below. Do not try to complete all the steps at once.

- Have a short devotional worship, 5-7 minutes.
- Read the assigned textbook readings for the module, 40-120 minutes.
  - Take notes as you read and underline/highlight the books in order to complete the *Discussion Forums Postings* and *Learning Book Reports*.
  - Write possible questions to include in your discussion Forums.
- Watch and/or read the Professor's Lecture, 20-60 minutes.
- Complete the assignment for the readings (Discussion Forum & Learning Book Reports), reviewing your notes and highlighted section, 30-50 minutes
- Preparation for the Exegetical Portfolio, 40-95 minutes.
  - You may wish to use the format designed for the *face-to-face* students: *Discussion Forum Postings on Short Introduction to Hermeneutics* on Sundays, *Learning Book Reports* on Tuesdays and *Portfolio* on Thursdays.

**Institutional Outcomes:**

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

### **Program Learning Outcomes**

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

### **Course Learning Outcomes**

The student will be able to:

- Understand the development of different methodology used in Christianity.
- Develop a workable hermeneutical tool for Bible-study seeking a meaningful interpretation of the biblical text.
- Use exegetical resources, including interlinear texts, lexicons, concordances, grammars, and Bible software.
- Acquaint the student with resources for effective Bible study.
- Challenge the student to apply the class material for personal Bible study as well as for exploring his/her relationship with God/Jesus Christ.

## **Part 2: Course Methods and Delivery**

### **Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, learning book reports, interactions with the instructor via discussion Forums (weekly answers), videos, and portfolio assignments. Regular participation in the course is essential to good performance.

### **Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable).

### **LearningHub Access**

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Requirements

All modules must be completed. Active participation through the discussion Forum with the instructor and other students as you are able is expected (5%).

### Assessment Descriptions

**Readings.** Readings for each module include:

- Scripture Readings
- Pages from *A Short Introduction to Hermeneutics* (SIH)
- Pages from *Understanding Scripture: An Adventist Approach* (USAA)
- Lecture Videos, PowerPoints, and Documents

**Discussion Forums (Posting).** Module Postings for important reaction/statements from *A Short Introduction to Hermeneutics* (10%), and/or class’ lectures. Present good arguments to your answers. Write reactions expressing your opinion rather than summaries from the book or class lectures. For more information, please see below:

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

**Learning Book Reports (LBR).** Post the Learning Book Reports in the assignment dropbox based on the *Understanding Scripture*. Follow the detailed guidelines below (10%). Suggested deadline Tuesday.

### Criteria for Discussion Forums and Learning Book Reports

Students will read the assigned/recommended pages from the textbooks and Bible texts for each week.

- Some pointers that will help you as you begin your critical reactions and reflections: We are not interested in number of pages, paragraphs, words; therefore the principle reads “quality surpasses quantity.”

You should include:

- A good dialogue and interaction with the author.
- Imagine that you are responding back to author. What you should say?
- Do you agree/disagree? Tell me why and your reasons.
- Do you like it? Dislike?
- What are the pros/cons of this reading?
- Does the author present a good argument, even in the case that you disagree?
- Indicate the good/bad points.
- Do not write your paragraph giving a summary – e.g. “this chapter describes...” – We are looking for your informed opinion.
- What are the shocking, inspiring, ‘aha moments’, pedagogical value, etc.
- How the article/chapter help in improving your spiritual life?
- What are the Christian virtues this chapter evokes? Mention and explain.

### Scoring for Discussion Forums and Learning Book Reports

- If you read the totality of the “Required Reading” and write a decent paragraph(s), you will receive a 90%. = A good effort = (illustrated as a check mark, when I grade your papers, √ or +)
- If we see a good presentation of critical and original thinking, sometimes even trying to improve/disprove the author, you will receive more points, 92%; 94; 96%. = A good job, √-; √ +; √ ++.
- If you have a “memorable” argument, statement, comment, phrase that “blow our minds,” you will receive a 98%-100%, = Excellent! √√ . Sometimes even three checkmarks.
- You will receive less than 90%. (80% - 90%) if you are doing the work “but getting almost there” = “Almost there”, – √.
- We hope not to receive “reactions” with grades less than 80% = “deficient”, +/-.
- If you do not complete the assignment you will receive a zero = 0. We will not accept emails. In case of sickness/emergencies you should report it (email [rmunoz@andrews.edu](mailto:rmunoz@andrews.edu), or call your teacher at (269) 471-3185).

- If you are using “other’s people material” – “plagiarism” (e.g. this also include when you are reading other people’s reaction and “making it” your own), in both instances you will receive a zero.

### **Portfolio Assignments**

In each Module, you will complete Portfolio Assignments of working with biblical texts (65%). See guidelines for the selection of the text and verses per group or individual research. Suggested deadline every Thursday.

- i. Translation of the text from Greek or Hebrew. Students lacking this necessary tool, will ‘make-up’ a personal translation from comparing at least 7 versions. Students will use either personal or ‘compositional’ translation for the portfolio – No points.
- ii. Inductive Reasoning Approach (7%).
- iii. Sentences & Clauses Diagramming—English; Greek or Hebrew optional (7%).
- iv. Allegorical (5%).
- v. Narratology—Exegesis Chart (5%).
- vi. Word Studies (8%).
- vii. Intertextuality or Innerbiblical & Comparative approach (7%).
- viii. Social Sciences (7%).
- ix. Contextual approach & Reader Response (7%).
- x. Theological – EGW (7%).
- xi. Homiletic approach – a Sermon Outline (5%).

**Oral Defense of Portfolio** (10%). Student will compile, revise, update, and have a 20 minutes oral defense of the Portfolio at the Professor’s office. Online Students will schedule an internet appointment using *Zoom* or *Skype* connection provided by the University.



**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement
1 Aug 24 - 27	Introductions	<b>Video:</b> Welcome to Class, How to Complete a Learning Book Report <b>PPT:</b> Welcome to Class Video presentation syllabus	Introductions
2 Aug 28 – Sept 3	Resources and Sample Papers – Portfolio	<b>PPT:</b> It's Not Always as It Seems & Hermeneutics vs Exegesis & Translations- Versions – Codices - Manuscripts Docs: Hermeneutics vs Exegesis <b>Video:</b> It Is Not Always As It Seems & Translations – Versions – Codices – Manuscripts & Blessings in Disguise?	Discussion Forum 1: Short Introduction to Hermeneutics Learning Book Report 1
3 Sept 4 - 10	Doing Hermeneutics From a Confessional point of view	<b>PPT:</b> Views on Scripture & A History of Methods and Approaches: A Western View Video: A History of Methods and Approaches.	Discussion Forum 2 – Response to a Quote Learning Book Report 2 PORTFOLIO Personal translation from Gk/Hb or Compositional
4 Sept 11 - 17	Sola, Tota and Prima Scriptura	<b>PPT:</b> Sola, Tota, Prima Scripture & Exegetical Methodologies <b>Video:</b> Interview with Dr. W Whidden on EGW Theological Development & Sola Tota and Prima Scripture and the writings of EGW – A conversation with Dr. Erhard Gallos <b>Docs:</b> Examples Questions Inductive Reasoning Approach	Discussion Forum 3 Short introductions to Hermeneutics Learning Book Report 3
5 Sept 18 - 24	Early and medieval Jewish and Christian Interpretations – The Allegorical Approach	<b>PPT:</b> Early Jewish and Christian Interpretation – The Allegorical Approach & Early Jewish Exegesis – The Use of the OT in the NT & Jewish and Christian Medieval Interpretation <b>Docs:</b> Sample Format of Allegorical Approach & Link: The Alexandrian Church and the Allegorical Method. & Link: Jewish Medieval Interpretation of the Songs of Songs. <b>Video:</b> A Conversation with Dr. Glenn Russell on Allegorical Preaching.	Discussion Forum 4 Required Reading for Post Learning Book Report 4 PORTFOLIO: Allegorical Method
6 Sept 25 – Oct 1	Historical Critical vs. Historical-Grammatical Method	Doc: Comparison HMC-HG Methods PPT: Comparison between the HCM and the HG & Historical Grammatical Approaches	Discussion Forum 5 Required Reading (2) for Post Learning Book Report 5
7 Oct 2 - 8	Literary Analysis – Narratology		Discussion Forum 6 Required Reading( 3) for Post Learning Book Report 6
8 Oct 9 - 15	Sentences and Clause Diagramming	<b>INSTRUCTIONS ASSIGNMENT:</b> Instructions and Example – Diagramming – Outlining the Argument <b>Docs:</b> Diagramming – Tracing the argument – Romans 8 & 1 Timothy 2:8-15 Diagramming by LP & Diagramming Samples, Rom 6: 13, 19 & Ephesian 2 – Greek in Color and Tabs & Translation Greek-English-Spanish Ephesian 2 & Ephesians 2 – Cuba – Seminary – Spanish & Acts 15 – Ephesian 1 Diagramming by DM-SJ & Romans 12 – Needs improvement D.Clauses & Diagramming – Matthew 15:21-27 – Greek & Diagramming – John 5:1-9 – Greek	Discussion Forum 7 Required Reading (4) for Post Learning Book Report 7 PORTFOLIO: Diagramming – Clause Sentences

Week	Lessons	Readings	Assignments
9 Oct 16 - 22	Literary Analysis – Structural – Rhetorical, continuation	<b>Video:</b> Literary Approaches: An Introduction & A conversation with Dr. Paul Petersen on Narrative Analysis & How to Prepare Narratology: Exegesis Chart <b>Instructions:</b> How to complete Exegesis Chart Exegesis Chart Form Exegesis chart Elijah ch 2 Exegesis chart Elijah	Discussion Forum 8 Required Reading (5) for Post Learning Book Report 8 PORTFOLIO Exegetical Chart Narratology
10 Oct 23 - 29	Word Studies	Hebrew – Greek Fonts Page <b>Docs:</b> Instruction for Word Studies <b>Video:</b> Instructions How to Complete word Studies Part 1 & Advanced Instructions How to Complete Word Studies – Part 2	Discussion Forum 9 Required Reading (6) and Find Passages Learning Book Report 9 Portfolio Assignment: world studies
11 Oct 30 – Nov 5	Comparative and Intertextuality or Inner Biblical Approaches	Intertextuality: Steps to complete the paper	Discussion Forum 10 Differences: Innerbiblical and Imagination Learning Book Report 10 PORTFOLIO: Intertextuality
12 Nov 6 - 12	Social Sciences Criticism	<b>Docs:</b> Instructions How to complete the Social- Sciences Paper & Social Sciences Criticism by AR & Sample Paper on Social-Sciences – 1 Samuel by AG & Sample paper 1 Corinthians by AW & Sample Sciences by AP	Discussion Forum 11 – Universal Paradigms and Social Culture Learning Book Report 11 PORTFOLIO: Social- Sciences Approach Paper
13 Nov 13 – 19	Ideological Umbrella: Readings from my Place – Reader Response	<b>Instructions</b> for Reader Response Approach Ideological Critique AR – Johnsson Feminism Notes draft	Discussion Forum 12 Difference and Contrast Learning Book Report 12 PORTFOLIO: Contextual \$ Reader Response – Reminism Paper
14 Nov 20 – 26	Ideological: Feminism, Political and Socioeconomic Readings	<b>Video:</b> Theological interpretation of Scripture – A Conversation with Dr. Ante Jeronic & An Interview with Dr. Whidden on EGW Theological Development – Part 2	Learning Book Report 13 last posting PORTFOLIO: EGW Paper  <b>Due FRIDAY, Nov 27, 5:00pm</b>
15 Nov 27 – Dec 3	Theological & Ideological: EGW	<b>Instructions</b> Final Portfolio	PORTFOLIO: Sermon outline
16 Dec 4 – 10	<b>Final Portfolio Due</b>		

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
5%	Participation
65%	Portfolio Assignments
10%	Discussion Forum Postings on Short Introduction to Hermeneutics
13%	Learning Book Reports on USAA
7%	Final Portfolio
100	Total Percent Possible

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and

beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### **Netiquette**

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

*[Source: University of Maryland, Communications Department]*

### **Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### **Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

## Part 7: Selected Bibliography on Hermeneutics and Methodology

- Adam, A. K. M., Stephen E. Fowl, Kevin J. Vanhoozer, Francis Watson. *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation*. Grand Rapids, MI: Baker Academic, 2006.
- Alter, Robert, *The Art of Biblical Narrative*. Revised and Updated, Basic Books: New York, 1981, 2011.
- Alter, Robert, *The Art of Biblical Poetry*. Revised and Updated, Basic Books: New York, 1985, 2011.
- Alter, Robert and Frank Kermode, eds. *The Literary Guide to the Bible*. Harvard University Press, Cambridge, MA, 1987.
- Anderson, Janice Capel & Stephen D. Moore. *Mark & Method: New Approaches in Biblical Studies*. Minneapolis: Fortress Press. 1992.
- Barton, John. *Reading the Old Testament: Method in Biblical Study*. Revised and Enlarged. Louisville, KY: Westminster John Knox Press. 1996.
- Blomberg, Craig L. with Jennifer Foutz Markley. *A Handbook of New Testament Exegesis*. Grand Rapids, MI: Baker Academic, 2010.
- Blount, Brian K. *Cultural Interpretation: Reorienting New Testament Criticism*. Minneapolis: Fortress Press, 1995.
- Bock, Darrell L. and Buist M. Fanning, eds. *Interpreting the New Testament Text: Introduction to the Art and Science of Exegesis*. Wheaton, IL: Crossway Books, 2006.
- Brewer, David Instone. *Techniques and Assumptions in Jewish Exegesis before 70 CE*. Tübingen: J.C.B. Mohr (Paul Siebeck), 1992.
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- Cavanaugh, William T. Jeffrey W. Bailey, and Craig Hovey, eds. *An Eerdmans Reader in Contemporary Political Theology*. Grand Rapids, MI: William B. Eerdmans Pub Co. 2012.
- Childs, Brevards, *Biblical Theology of the Old and New Testaments: Theological Reflections on the Christian Bible*. Minneapolis: Fortress Press. 1992.
- Craig, Bartholomew G. and Michael W. Goheen. *The Drama of Scripture: Finding Our Place in the Biblical Story*. Grand Rapids, MI: Baker Academic, 2004.
- Davidson, Richard M. *Principles of Biblical Interpretation – Revised Syllabus Material; 213 pages with bibliography*. Berrien Springs, MI: Andrews University Theological Seminary, 1995, 2010.
- Duvall, J. Scott and J. Daniel Hays. *Grasping God’s Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. Second Edition. Grand Rapids, MI: Zondervan. 2005.
- Fee, Gordon D., *New Testament Exegesis: A Handbook for Students and Pastors*, Third Edition, Louisville, KY: Westminster John Knox Press, 1983. 2002.
- Fowl, Stephen E. ed. *The Theological Interpretation of Scripture: Classic and Contemporary Readings*. Cambridge, MA: Blackwell Publishers Ltd, 1997.
- Fowl, Stephen E. *The Theological Interpretation of Scripture*: Eugene: OR, Cascade Books, 2009.
- Fowl, Stephen E. *Engaging Scripture: Challenges in Contemporary Theology*. Cambridge, MA: Blackwell Publishers Ltd, 1998.
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- Green, Joel B. *Practicing Theological Interpretation: Engaging Biblical Texts for Faith and Formation*. Grand Rapids: MI, Baker Academic, 2011.
- Hafemann, Scott J. and Paul R. House (editors). *Central Themes in Biblical Theology: Mapping unity and diversity*. Grand Rapids, MI: Baker Academic, 2007.
- Hasel, Gerhard F. *Understanding the Living Word of God*. Adventist Library of Christian Thought. Vol 1. Mountain View, CA: Pacific Press Pub. Assoc., 1980.
- Hayes, John H. and Carl R. Holladay. *Biblical Exegesis: A Beginner’s Handbook*. Third Edition. Louisville, KY: Westminster John Knox Press. 2007.
- Hayes, John H. general editor. *Dictionary of Biblical Interpretation*. Two volumes. Nashville. Abingdon Press. 2004.
- Hayes, John H. *Methods of Biblical Interpretation. Foreword by Douglas A Knight*. Nashville. Abingdon Press. 2005.
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- Köstenberger Andreas J. and Richard D. Patterson. *Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature, and Theology*. Grand Rapids, MI: Kregel Academic & Professional. 2011.
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Letters in Primitive Christianity // The NT Canon // What is Form Criticism? What is Midrash? // What is Redaction Criticism? // Structural Exegesis for the NT Critics // Rhetoric and the NT // What is Narrative Criticism? // What is Social-Scientific Criticism?