I. Course Description

As a basic orientation to understanding the Bible according to its literary and historical-cultural contexts, the course will introduce the student to various literary genres (such as narrative, prophecy, law, poetry, wisdom literature, parables, epistles, and apocalyptic writings) and suggest guidelines for understanding and communicating the message of a passage according to its specific literary type. The question of how to discern timeless principles in contrast to culturally-bound teachings will be addressed as a part of the process of learning to apply the Bible in a valid way.

II. Objectives

1) To introduce the student to the concept of hermeneutics and the need for it.
2) To suggest a hermeneutical process (including specific steps) for doing valid Biblical interpretation and relevant application so as to communicate God's Word--not human opinion.
   a) To emphasize the importance of learning and utilizing a proper hermeneutical approach to the Scriptures--namely, understanding each specific passage or verse in light of both historical-cultural and Biblical contexts.
   b) To seek to formulate guidelines for determining timeless principles [those true to the original context and yet relevant to ourselves and our modern society] versus culturally bound teachings.
3) To orient the student to the various literary genres (literary forms or types) in the Bible including narrative, prophecy, law, poetry, wisdom literature, parables, epistles, and apocalyptic writings.
   a) To suggest specific hermeneutical guidelines for each literary genre to promote an accurate interpretation of each type of literature.
   b) To learn these suggested guidelines and to utilize them in Bible study.

III. Requirements (for BI 414)

A. Use of textbooks


Highly recommended supplemental books include 1) William W. Klein, Craig L. Blomberg, &

1 E-mail: gwpbmats@juno.com
Reports on required reading assignments (including the portions read from the Bible) must be recorded and turned in weekly on standardized reading slips obtainable from the seminary office. Students are theoretically responsible for a quiz at any time.

B. Term paper and report

Each B.A.R. student is responsible for a 10-to-16-page typewritten paper consisting of an exegetical summary2 of some passage in the Bible (preferably a passage in Genesis, Psalms, Proverbs, Isaiah, Daniel, Matthew, Acts, 1 Corinthians or Revelation) followed by an expository sermon or lesson. Utilizing the textbooks and two or three commentaries, the student must summarize the passage and trace the argument (i.e., the flow of thought) in light of the literary context and its historical/cultural context. This should include an exegetical outline (summarizing preferably in complete sentences the exact thought of the Bible text)3 with a brief commentary on each verse which expresses your research into the text. Then the sermonic portion of the paper should bring out the biblical teaching and timeless principles which find valid application for today.4 Notes: Be sure to observe the following rules: (a) To follow the suggested guidelines for interpreting the particular literary genre involved; (b) To discuss (in the last part of the paper) how the doctrine (or theology) of the text impacts our modern society; (c) To document your research by author's last name and the page number placed within parentheses in the text (or by footnotes if you prefer) with a bibliography at the end.

The term paper will normally be due on the same day on which that section of the Bible dealt with in the paper is scheduled for class discussion (especially if that literary genre is scheduled for March 26 or later). An oral report of about 15 to 20 minutes must be presented at that time. [Be sure to turn in a finished copy of the term paper to the professor before the oral report.]5

C. Exams

Two exams are scheduled (see class schedule below). The nature of these tests will be explained later.

2See Duvall and Hays, Grasping God’s Word, 421-423 (1ST ed.397-99). For a convenient orientation to the steps of exegesis (especially for the student without Hebrew & Greek abilities) see Bruce Corley in Corley, Lemke, & Lovejoy, Biblical Hermeneutics, ??8-19.


4Remember the basic guidelines in Duvall and Hays, Grasping God’s Word, chaps. 1 and 13. Also see Ross, Creation and Blessing especially 46-48 for the concept of an expository outline and timeless principles. Furthermore consult Walter Kaiser's Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching (Grand Rapids: Baker Book House, 1981) especially chapter 7 for tips on seeking to glean timeless principles from the text.

5The student's grade will be penalized for failure to turn in a finished report or for going beyond the time framework without prior permission.
**Grading guidelines**
Exams 25% each; term paper--25%; daily grade 25% (including 20% for weekly exercises and reading [as well as any quizzes?] documented on reading slips); 1% for the oral report on term paper, and 4% divided equally (2% each) between class participation and class attendance.

**IV. Class Schedule (BI 414—2009)**

Jan. 29  
1) Brief review of syllabus.  
2) Concise introduction to the concept and need of hermeneutics.  
3) Some basic definitions.  
4) Prerequisites for the Bible interpreter.  
5) Brief summary of various historical approaches to Bible interpretation.  
6) Two important axioms of general hermeneutics:  
   a) The Bible is like any other book.  
   b) The Bible is unlike any other book.  


Feb. 5  
1) Brief reemphasis on the importance of historical-cultural and Biblical contexts including an orientation to basic hermeneutical steps.  
2) Bridging the historical-cultural gap.  
3) Possible preliminary guidelines for determining transcultural versus culturally-bound teachings.  

Assignment: Read at least half of Zuck, 76-97; Fee/Stuart, 71-86 (2nd ed., 61-76); Duvall and Hays, 98-116 (1st ed. 95-112) and do assignment #5 on Nehemiah, 118(114).


Feb. 12  
Bridging the language gap (i.e. grammatical/lexical analysis of biblical context). Emphasis on How to Basic Greek or Hebrew word studies.

Assignment: Read at least half of Zuck, 98-122; Fee/Stuart, 33-53 (2nd ed. 28-44); and Duvall/Hays, 28-39(both eds. & do assignment #3 on p. 42; also 132-152 (=1st ed. 128-148) & do concordance assignment #1 on 153(=148); also read preface to Wm. Mounce, ed. Mounce’s Complete Expository Dictionary of Old & New Testament Words, xiii-xxv. For extra credit, (B.A.R.) read Duvall/Hays, 157-171a(=150-164)& Klein, Blomberg, & Hubbard, 510-519(1st ed. 466-69).

Feb. 19  
Bridging the literary gap. Introduction to various literary genres. Possibly brief introduction to relationship of Old Testament to New Testament?  


Feb. 26  
Prose and Narrative.  
Assignment: Read whole books of Judges and Acts. Read Fee/Stuart, 89-125 (2nd ed. 78-93, 94-112)& Duvall and Hays, 265-280, 305-325a(1st ed. 255-270; 293-313) & 1) fill in handout outline on Judges?; and 2) do
March 5 Epistles and letters. Assignment: Read whole books of 1 Corinthians, Philemon, 1 John, & 2 John. Read at least half of Zuck, 221-26 plus review 134 & 141-42; Fee/Stuart, chaps. 3-4 [55-87 (2nd ed. 45-77)]; Duvall and Hays, 45-58, 227-242 (1st ed. 45-58; 217-233); do assignment #1 on Phil 2:1-4 (p. 59) & do word study procedure on Greek word translated “worry” in Matt. 6:25 in Duvall/Hays, rev. ed. 154-155 #8.2.


For extra credit read Klein, Blomberg, & Hubbard, 341-51 (1st ed. 275-84).

March 19 MID-TERM EXAM


April 9 Introduction to Prophetic and Apocalyptic literature. Prophecy & typology. Assignment: Read Isaiah 1-14, 24-53. Read at least half of Zuck, 169-84, 227-49; Fee/Stuart, 181-204 (2nd ed. 165-86); Duvall and Hays, 368-386 (1st ed. 356-74) & do assignment
on Isaiah 1:10-20 as substitute using instructions on 386(=374).

April 16
Apocalyptic literature. *Latest due date for papers not covered in class.  
Assignment:
Read whole books of Daniel and Revelation plus Matthew 24. Read at least half of Zuck, 185-93 and review 136, 247-49. Read Fee/Stuart, chap. 13 (249-264 =2nd ed.,231-245)); read Duvall/Hays, 282-300(271-89) & do assignment #2 on 7 churches (301/290)? or chart handout from GWP? If not, read Klein, Blomberg, & Hubbard, 385-86, 440-48(1st ed. 311-12, 366-74),

April 23
No class.  Spring Break.  BMAA meeting.

April 30

May 7
(1) Application of the biblical text.  (2) Guidelines for determining transcultural applications. Review for exam. Fill out evaluation forms (if applicable). 
Assignment:  Read at least half of Zuck, 260-72, 278-92, & review 90-97; Duvall and Hays, 213-223(1st ed. 203-13) & do assignment #3 on I Tim. 6:10a (224/214).
For extra credit, (B.A.R.) read Klein, Blomberg, & Hubbard, 477-504 (1st ed. 401-26).

May 14
FINAL EXAM
V. Selected Bibliography: Hermeneutics and Word Study Tools


**Word Study Tools**

*Basic Word Study Tools*


Lexicons


Keyed to Strong's concordance.

Keyed to Strong's concordance R 487.332 G864g


Interlinears and Wordbooks


The Bible Knowledge Key Word Study: the Gospels, ed. Darrell L. Bock. Colorado Springs :

Websites for Word Study and Exegetical tools

http://www.biblegateway.com Excellent source of keyword or verse searches for Bible in several versions in English or other languages.

http://www.enjoyinggodministries.com/article/how-to-do-a-word-study NT Greek word study procedure by Sam Storms

http://www.studylight.org/lex/ Heb and Greek lexicons keyed to Strong’s # and other sources

http://www.studylight.org/lex/grk Greek lexicon using an English word, Greek word or Strong's Number

http://www.studylight.org/lex/grk/view.cgi?number=3309 Interlinear study bible Strong# merinao (verb)

http://www.preceptaustin.org/Greek_to_Me.htm Word study tools for Grk. & Heb. plus several in-depth Greek word studies already done using Strong’s #, Vine’s, & Wuest’s (older method)

http://unbound.biola.edu/index.cfm?method=multilex.showSearchForm Greek & Heb. lexical searches in English, Spanish & French (+Strong’s lexicon link)

http://www.enjoyinggodministries.com/article/essential-tools-for-exegesis

http://www.lionelwindsor.net/language_tools_hebrew.html