



# SYLLABUS

**RELB 245 Hermeneutics**

202141



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

פֶּתַח דְּבָרֶיךָ יֵאִיר מִבֵּין פְּתִיּוֹם: 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

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

### Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

### 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 Description

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

**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.

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.

### Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course, or approximately 8 hours per module in the course. There are suggested schedules to accomplish this work included in this syllabus.

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 *Blog 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 (Blog & 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: *Blog 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)

**Student 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**

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](#))

**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:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

#### Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

#### Assessment Descriptions

**Blogs (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. Suggested deadline every Sunday.

**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 Blogs 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 Blogs 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.

### **Exams**

There are no exams in this course.



### Suggested schedule for completion in 8 weeks:

Modules	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Introductions	<b>Video:</b> Welcome to Class, How to Complete a Learning Book Report <b>PPT:</b> Welcome to Class Video presentation syllabus	Introductions
	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?	Blog 1: Short Introduction to Hermeneutics Learning Book Report 1
2	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.	Blog 2 – Response to a Quote Learning Book Report 2 PORTFOLIO Personal translation from Gk/Hb or Compositional
	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	Blog 3 Short introductions to Hermeneutics Learning Book Report 3
3	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.	Blog 4 Required Reading for Post Learning Book Report 4 PORTFOLIO: Allegorical Method
	Historical Critical vs. Historical-Grammatical Method	Doc: Comparison HMC-HG Methods PPT: Comparison between the HCM and the HG & Historical Grammatical Approaches	Blog 5 Required Reading (2) for Post Learning Book Report 5
4	Literary Analysis – Narratology		Blog 6 Required Reading (3) for Post Learning Book Report 6
	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	Blog 7 Required Reading (4) for Post Learning Book Report 7 PORTFOLIO: Diagramming – Clause Sentences

Modules	Lessons	Readings	Assignments
5	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	Blog 8 Required Reading (5) for Post Learning Book Report 8 PORTFOLIO Exegetical Chart Narratology
	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	Blog 9 Required Reading (6) and Find Passages Learning Book Report 9 Portfolio Assignment: world studies
6	Comparative and Intertextuality or Inner Biblical Approaches	Intertextuality: Steps to complete the paper	Blog 10 Differences: Innerbiblical and Imagination Learning Book Report 10 PORTFOLIO: Intertextuality
	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	Blog 11 – Universal Paradigms and Social Culture Learning Book Report 11 PORTFOLIO: Social- Sciences Approach Paper
7	Ideological Umbrella: Readings from my Place – Reader Response	<b>Instructions</b> for Reader Response Approach Ideological Critique AR – Johnsson Feminism Notes draft	Blog 12 Difference and Contrast Learning Book Report 12 PORTFOLIO: Contextual \$ Reader Response – Reminism Paper
	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
8	Theological & Ideological: EGW	<b>Instructions</b> Final Portfolio	PORTFOLIO: Sermon outline
	<b>Final Portfolio Due</b>		

### Suggested schedule for completion in 16 weeks:

Modules	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	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	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?	Blog 1: Short Introduction to Hermeneutics Learning Book Report 1
3	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.	Blog 2 – Response to a Quote Learning Book Report 2 PORTFOLIO Personal translation from Gk/Hb or Compositional
4	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	Blog 3 Short introductions to Hermeneutics Learning Book Report 3
5	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.	Blog 4 Required Reading for Post Learning Book Report 4 PORTFOLIO: Allegorical Method
6	Historical Critical vs. Historical-Grammatical Method	Doc: Comparison HMC-HG Methods PPT: Comparison between the HCM and the HG & Historical Grammatical Approaches	Blog 5 Required Reading (2) for Post Learning Book Report 5
7	Literary Analysis – Narratology		Blog 6 Required Reading (3) for Post Learning Book Report 6
8	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	Blog 7 Required Reading (4) for Post Learning Book Report 7 PORTFOLIO: Diagramming – Clause Sentences
9	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	Blog 8 Required Reading (5) for Post Learning Book Report 8 PORTFOLIO Exegetical Chart Narratology

Modules	Lessons	Readings	Assignments
10	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	Blog 9 Required Reading (6) and Find Passages Learning Book Report 9 Portfolio Assignment: world studies
11	Comparative and Intertextuality or Inner Biblical Approaches	Intertextuality: Steps to complete the paper	Blog 10 Differences: Innerbiblical and Imagination Learning Book Report 10 PORTFOLIO: Intertextuality
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	Blog 11 – Universal Paradigms and Social Culture Learning Book Report 11 PORTFOLIO: Social- Sciences Approach Paper
13	Ideological Umbrella: Readings from my Place – Reader Response	<b>Instructions</b> for Reader Response Approach Ideological Critique AR – Johnsson Feminism Notes draft	Blog 12 Difference and Contrast Learning Book Report 12 PORTFOLIO: Contextual \$ Reader Response – Reminism Paper
14	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
15	Theological & Ideological: EGW	<b>Instructions</b> Final Portfolio	PORTFOLIO: Sermon outline
16	<b>Final Portfolio Due</b>		

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
5%	Participation
65%	Portfolio Assignments
10%	Blog 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/web/mvc/moodle/public/incompletes.html>.

### 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.

### 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 6: 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.
- Brown, Jeannine K. *Scripture as Communication: Introducing Biblical Hermeneutics*. Grand Rapids, MI: Baker Academic, 2007.
- 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.
- Green, Joel B. ed. *Hearing the New Testament: Strategies for Interpretation*. Grand Rapids, MI: William B. Eerdmans Pub. Co., 1995.
- 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.
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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?