**North Portland Bible College**

**Portland, Oregon**

**BF102 Bible Interpretation**

**Winter 2017**

**(3 credits)**

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# COURSE SCHEDULE

Tuesday Evenings 6:30pm-9:30pm (January 2 to March 19)

# COURSE DESCRIPTION

The student will study the development of the hermeneutical process from the time of the early church until the present, highlighting major hermeneutical challenges or our time.

# COURSE OBJECTIVES

By the end of this course, the student will be able to:

1. Understand and explain the development of the hermeneutical process throughout the history of the church

2. Demonstrate an awareness of current hermeneutical issues of the current day.

3. Apply critical thinking to the evaluation of current hermeneutical issues.

# REQUIRED TEXTS

Corley, Bruce, Steve Lemke, and Grant Lovejoy, eds. Biblical Hermeneutics: A Comprehensive Introduction To Interpreting Scripture, Nashville, TN: Broadman & Holman, 2002. **978-0805424928**

# RECOMMENDED RESOURCES

The following resources are not required for the course, but can be helpful for further study. We will discuss each in class. If you plan on buying any of these, it is recommended that you wait until after they have been discussed, so you are able to see if they will be a wise investment.

1. Fee, Gordon D., and Douglas Stuart. How To Read the Bible For All Its Worth. Grand Rapids: Zondervan, 2003. **978-0310246046**

2. Porter, Stanley E. and Beth M. Stovell, eds. Biblical Hermeneutics: Five Views. Downers Grove, IL: IVP Academic, 2012. **978-0830839636**

3. Klein, William W., Craig Blomberg, and Robert L. Hubbard. Introduction to Biblical Interpretation. Dallas, TX: Word Pub., 2004. **978-0785252252**

4. Schultz, Richard. Out of Context: How to Avoid Misinterpreting the Bible. Grand Rapids, MI: Baker Books, 2012. **978-0801072284**

5. Wegner, Paul D. The Journey From Text to Translations: The Origin and Development of the Bible. Grand Rapids, MI: Baker, 1999. **978-0801027994**

# COURSE REQUIREMENTS

Reading:

All assigned reading should be completed prior to the beginning of the corresponding class. This includes reading from the required text, as well as assigned supplementary articles. At the end of the term, the student will be asked to make a true statement regarding the amount of reading completed on time. Reading is worth 20% of the final grade.

Assignments:

Hermeneutical Projects:

Each student will use Philippians 3:1-11 to produce four Hermeneutical projects. These projects include a Mechanical Layout, Historical/Cultural Analysis, Application Assignment, and a Teaching outline. Each assignment will be discussed in class before and after the assignments due date. Hermeneutical Projects are worth 40% of the final grade (Each project worth 10%).

**I. Mechanical Layout**: Students will complete a Mechanical Layout of Philippians 3:1-11 using the following method. **Due: January 10**

1. Use a blank sheet of paper, turned so that the long edge is horizontal. This gives more room for lateral recording. (This can be done in a word processing program as well).
2. Work from left to right and top to bottom.
   1. Main ideas begin at the left margin.
   2. Subordinate ideas are placed under those terms they modify. This creates a "stair-step" effect toward the lower and right sections of the layout.
   3. The initial idea is placed at the top, with the following ideas moving toward the bottom of the layout.
   4. Coordinate ideas or clauses should begin in the same vertical column under and parallel to the previous phrases they co-ordinate.
3. "Correct" form allows some flexibility in the manner in which thoughts are divided, but any particular horizontal line of the diagram should not include too many words or ideas.
4. Lists should be placed in vertical columns with modifiers placed so that the list format is not destroyed.

NOTE: This assignment can be turned in as a handwritten document or submitted electrically.

**II. Historical/Cultural Analysis**: Using Biblical Dictionaries and Commentaries, students will study the Historical/Cultural aspect of Philippians 3:1-11. Students will research issues including: who Paul is calling the Philippines to guard against (Col. 3:2) and the significance of Paul’s personal background (3:5-6). Student should include other historical issues in this passage. For producing this assignment use the following steps. **Due: January 24**

1. Background material for Research: Select three works from two categories (Commentaries and Biblical Dictionaries) to assist in your research. Here are some suggested works.

Commentaries: Arnold, C. E., Thielman, F. S. & Baugh, S. M. Ephesians, Philippians, Colossians, Philemon. (Zondervan, 2015). Fee, G. D. Paul’s Letter to the Philippians. (Eerdmans, 1995). Silva, M. Philippians. (Baker Academic, 2005). Thielman, F. S. Philippians: The NIV Application Commentary. (Zondervan, 1995).

Bible Dictionaries: Freedman, D. N. The Anchor Bible Dictionary, Volume 5. (Anchor Bible, 1992). Dictionary of Paul and His Letters. (IVP Academic, 1993). The Zondervan Encyclopedia of the Bible: Revised Full-Color Edition. (Zondervan, 2009).

1. Write a summary of your findings, in 2-3 pages, double-spaced. Be sure to credit your sources with reference notes. These may be footnotes, endnotes, or parenthetic notes. Also, please include a bibliography of works you used.
2. Relate your findings to Philippians 3:1-11, identifying the relationship between your historical research and the passage.

**III. Application Assignment:** Students will identify one principle from Philippians 3:1-11 and apply that principle to their own life and experience, using the following method. **Due: February 21**

1. Identify one principle from the Philippines passage.
   1. State it in a complete, declarative sentence, worded in a timeless way.
   2. Identify which truth/principle type it is (i.e., command, axiom, promise, example, or affirmation about God)
2. In a paragraph or so, explain how you derived it. Was it a timeless statement to begin with, confirmed in the analogy of faith? Did you have to search the context for clues, and if so, which clues were significant? Did you abstract a historical or cultural specific to a generalized statement, and if so, what was the lineage of your thought? These paragraphs may reflect further interpretive work that you find necessary if the principle requires answers to interpretive questions you haven't yet addressed.
3. Make a personal application to your own life. Be sure to incorporate the following guidelines:
   1. Apply in a selective manner.
   2. Make the application specific.
   3. Make the application personal.
   4. Write it out.
   5. Establish time frames.
   6. Establish a plan for accountability

**IV. Teaching/Preaching Outline:** The student will develop a teaching or preaching outline from Philippians 3:1-11, using the following method. **Due: March 7**

1. Provide a mechanical outline of the passage you selected.

2. Identify the structure of the passage.

3. Identify your main points.

4. Give your message/lesson a title.

Exams:

There will be a midterm and final exam, covering material covered in class and in the assigned reading. A study guide will be provided one week before each exam. Exams will be held **February 7 and March 14**.

# COURSE EXPECTATIONS AND POLICIES

Attendance Policy

Students are required to attend and participate in classroom activities. Students are expected to attend at least nine of the eleven scheduled classes for completion of a course of study. It is the student’s responsibility to make arrangements with instructors for completing classwork and meeting attendance requirements.

Evaluation and Grading Policy

Letter Grades will follow the standards given on page 14 of the current catalog.

A 90-100 Excellent 4

B 80-89 Good 3

C 70-79 Average 2

D 60-69 Poor 1

F 0-59 Failure 0

W - Withdraw 0

Inc. - Temporary Extension

Final grades will be based on the following:

1. Attendance and participation 30%
2. Hermeneutical Project 40%
   * Project 1 10%
   * Project 2 10%
   * Project 3 10%
   * Project 4 10%
3. Midterm Exam 15%
4. Final Exam 15%

Late Assignment Policy

Assignments are due on the date specified, although situations may arise requiring an extension. It is the student’s responsibility to request an extension from the instructor when necessary. Any assignment turned in later than 11:59 pm on the date due will incur a 5% grade reduction per week. Please let instructor know if you are having trouble and need additional help or an extension.

Guidelines for submitting written work

All papers should be typed double space in 12 point Times New Roman font, with 1 inch margins on all sides, and should have a cover page and bibliography. Papers should be in MLA format, with all sources cited in parenthetical notes, with the reference listed in the Bibliography. Papers should reflect research and thought on their topic, include proper source citation, and be written with proper English grammar.

NPBC Writing Standards

All written material submitted must be the original work of the student. Plagiarism is a violation of academic integrity and constitutes a serious breach of scholarship standards at North Portland Bible College. When quoting the work of an author or an author’s ideas are used in your paper, document, document, and document.

# COURSE SCHEDULE

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| Date | Course Topic | Preparation for Class | Assignments Due |
| 1/3 | Syllabus/Introduction  Method: Mechanical Layout  Practice: Mechanical Layout | Read Corley, Lemke, Lovejoy p. 176-193 |  |
| 1/10 | Method: Historical and Cultural Analysis  Ancient Jewish Hermeneutics  Hermeneutics of the Early Church Fathers | Read Corley, Lemke, Lovejoy p. 56-71, 90-100 | **Mechanical Layout** |
| 1/17 | Discussion of alternate theories on the occasion for Colossians  Hermeneutics of the Medieval and Reformation Era  Post-Reformation Protestant Hermeneutics | Read Corley, Lemke, Lovejoy p. 101-130 |  |
| 1/24 | Modern Interpretation | Read Corley, Lemke, Lovejoy p. 131-162 | **Historical/ Cultural Analysis** |
| 1/31 | Contemporary Philosophical, Literary and Sociological Hermeneutics | Read Corley, Lemke, Lovejoy p. 163-174  Read Goldsworthy p. 155-166 |  |
| 2/7 | Exam review/Exam | Preparation for Exam | **Midterm Exam** |
| 2/14 | Method: Application  Practice: Application  Human Language and Divine Truth  Contextualization | Read Corley, Lemke, Lovejoy p. 208-216, 374-386  Read section on selected passage from NIV Application Commentary |  |
| 2/21 | Method: Teaching/Preaching Outline  Practice: Teaching/Preaching Outline  Sermons and Lessons that are true to the text | Read Corley, Lemke, Lovejoy p. 398-432  Read section on selected passage from The Expositor’s Bible Commentary, Revised Edition | **Application Project** |
| 2/28 | Basics of Textual Criticism | Read Corley, Lemke, Lovejoy p. 217-229  Read Wegner p. 337-340 |  |
| 3/7 | Understanding Arguments form Text Critics | Read Ehrman p. 152-175 | **Teaching/Preaching Outline** |
| 3/14 | Exam review/Exam | Preparation for Exam | **Final Exam** |

# COURSE BIBLIOGRAPHY

Arnold, Clinton E., Frank S. Thielman, and Steven M. Baugh. *Ephesians, Philippians, Colossians, Philemon*. Place of publication not identified: Zondervan, 2015. Print.

Carson, D. A. *Exegetical Fallacies*. 2nd edition. Baker Academic, 1996. Print.

Fee, Gordon D., and Douglas Stuart. *How to Read the Bible for All Its Worth*. 3rd edition. Grand Rapids, Mich: Zondervan, 2003. Print.

Fee, Gordon D. *Paul’s Letter to the Philippians*. Eighth Impression edition. Grand Rapids, Mich: Eerdmans, 1995. Print.

Freedman, David Noel. *The Anchor Bible Dictionary, Volume 5*. New York: Anchor Bible, 1992. Print.

Goldsworthy, Graeme. *Gospel-Centered Hermeneutics: Foundations and Principles of Evangelical Biblical Interpretation*. Downers Grove, Ill.: IVP Academic, 2010. Print.

Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid, eds. *Dictionary of Paul and His Letters*. y First edition edition. Downers Grove, Ill: IVP Academic, 1993. Print.

Klein, William W., Craig L. Blomberg, and Robert I. Hubbard Jr. *Introduction to Biblical Interpretation, Revised Edition*. Revised & Updated. Nashville: Thomas Nelson, 2004. Print.

Köstenberger, Andreas J., and Richard Patterson. *Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature, and Theology*. Grand Rapids, MI: Kregel Academic & Professional, 2011. Print.

Lubeck, Ray. *Read the Bible for a Change: Understanding and Responding to God’s Word*. Reprint edition. S.l.: Wipf & Stock Pub, 2009. Print.

Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Revised and Expanded edition. Downers Grove, Ill: IVP Academic, 2007. Print.

Ryken, Leland, James C. Wilhoit, and Tremper Longman III, eds. *Dictionary of Biblical Imagery*. 1st edition. Downers Grove, Ill: InterVarsity Press, 1998. Print.

Sailhamer, John H. *How We Got the Bible*. 1st Edition, 2nd Printing edition. Grand Rapids, Mich: Zondervan, 1998. Print.

Stein, Robert H. *A Basic Guide to Interpreting the Bible: Playing by the Rules*. 2 edition. Grand Rapids, Mich: Baker Academic, 2011. Print.

Silva, Moisés. *Philippians*. 2nd edition. Grand Rapids, MI: Baker Academic, 2005. Print.

Tenney, Merrill C., and Moisés Silva, eds. *The Zondervan Encyclopedia of the Bible: Revised Full-Color Edition*. Box Rev edition. Grand Rapids, Mich: Zondervan, 2009. Print.

Thielman, Frank S. *Philippians: The NIV Application Commentary*. Grand Rapids, Mich: Zondervan, 1995. Print.

Vanhoozer, Kevin J. et al., eds. *Dictionary for Theological Interpretation of the Bible*. First Edition edition. London : Grand Rapids, Mich: Baker Academic, 2005. Print.

Wegner, Paul D. *The Journey from Texts to Translations: The Origin and Development of the Bible*. Second Printing, June, 2005 edition. Grand Rapids, Mich.: Baker Academic, 2004. Print.