



SYDNEY
College of Divinity
An Australian University College



PBC
PERTH BIBLE COLLEGE

Perth Bible College

B7203 Biblical Hermeneutics

Trimester 2, 2024

Teaching Staff:

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Consultation times: M-F 8:30am-4:30pm by appointment



B7203 Biblical Hermeneutics **Trimester 2, 2024**

Credit value:	9 credit points
Mode of study:	Delivery will be via lectures, research assignments, and extra content supplied on Moodle.
Pre-requisite units:	9 cp of Level 7100 B units
Co-requisite units:	Nil
Units excluded:	Nil

Scheduled times and Venues: Tuesdays, 9:30am-12:00pm, PBC, Room 14, and via Zoom

Teaching Staff:	Name:	Dr. Steve Young
	Position & Qualifications:	Senior Lecturer in Biblical Studies, PhD
	Phone:	08 9243 2000
	Email:	syoung@pbc.wa.edu.au
	Consultation times:	M-F 8:30am-4:30pm by appointment

Learning Management System: Moodle (access [here](#) – you must be logged in)

Workload:	Total Workload for unit:	143 hours
	Allocation of Workload:	27.5 hours of lecture; 52 hours dedicated to assessment tasks; 63.5 hours of reading

Background and Context

This unit introduces interpretive approaches and practices for students of the Bible. Students will consider the aims and assumptions of biblical interpretation, become familiar with major resources for study of the Bible, interpret a variety of biblical texts in both testaments, and reflect upon the manner in which the varied contexts (e.g., social, cultural, theological) of the biblical world and of contemporary readers inform interpretation.

Curriculum Objectives

This advanced course unit aims to introduce students to the history, goals and general principles of biblical interpretation with attention paid to the recognition and interpretation of the various literary genres in the Bible.

Contribution to Graduate Attributes

Graduate attributes are the generic qualities expected to be attained by graduates of a course, regardless of content or area of specialisation. These attributes relate to both the general course level and the distinctives of the discipline in which the unit is located. This unit

contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>identify significant historical, cultural and religious contexts for the composition of the biblical corpus</i>	<i>interpret biblical texts using appropriate methodologies</i>	<i>engage with appropriate levels of scholarship in the critical reading of biblical texts</i>
Course Outcomes			
<i>broad and coherent body of biblical and theological knowledge</i>	✓	✓	✓
<i>skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>	✓	✓	✓
<i>perform with technical and creative skill to express concepts and strategies</i>	✓	✓	✓

Contribution to Award

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an Advanced unit within a Major or Sub-major in the Discipline of Biblical Studies or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- expanding and deepening the critical study of a broad and coherent body of knowledge of biblical interpretation principles
- developing critical thinking in evaluating complex ideas and understanding interpretive concepts
- applying knowledge of biblical interpretation principles to a range of biblical texts.

Learning Outcomes

At the end of this course unit, students will be able to:

1. Outline a set of sound general hermeneutical principles;
2. Review the diversity of interpretative approaches used in the interpretation of the Bible within the Christian tradition;
3. Analyse the use of a variety of hermeneutic approaches to interpreting texts in different context;
4. Establish hermeneutical principles for specific genres of biblical literature; and
5. Apply appropriate hermeneutical principles to biblical texts.

Content and Learning Activities

1. Defining biblical hermeneutics
2. The history of biblical hermeneutics
3. Key issues in biblical interpretation (e.g. text, context, author, recipients, purpose, effect)
4. General hermeneutical principles.
5. Hermeneutical principles for specific genres of biblical literature
6. Contemporary approaches to biblical interpretation.
7. The application of hermeneutics to life and ministry issues..

Learning Activities: Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Establish sound hermeneutical principles for the interpretation of a variety of biblical texts [Outcomes 1, 3, 4]
2. Analyse the use of a variety of hermeneutical approaches to biblical texts [Outcomes 2, 3]
3. Apply sound hermeneutical principles to an interpretive presentation of a biblical text [Outcomes 1, 4, 5]

Schedule of Lecture Topics and Pre-Readings

Wk	Content	Focus Text	Reading
1	Introductory Matters / Where We Stand, Where We Are Going		Gorman, <i>Elements</i> , 3-35 (chap 1); Green, <i>Hearing</i> , ch. 1
2	Approaching Biblical Study: Reading a Text		Gorman, <i>Elements</i> , 37-65 (chapter 2); Green, <i>Hearing</i> , ch. 7
3	Approaching Biblical Study: Reading a Text (contd.) / Framing a Text	Luke 19:1-10	Gorman, <i>Elements</i> , 69-74 (chapter 3); Green, <i>Hearing</i> , chs. 2, 11
4	The Text in Context: Literary Genre	Acts 2:41-47	Gorman, <i>Elements</i> , 89-109 (chapter 5); Green, <i>Hearing</i> , ch. 8
5	The Text in Context: Literary Genre (contd.)	Psalms 24	Goldingay & Goldingay, "Sting in the Psalms"
6	STUDY WEEK A		
7	The Text in Context: Socio-Cultural Sensibilities	1 Cor. 11:17-34	DeSilva, "Cultural and Social World of the Early Church;" Green, <i>Hearing</i> , ch. 3
8	The Text in Context: Socio-Cultural Sensibilities (contd.)	Daniel 7:1-14	Gorman, <i>Elements</i> , 75-88 (chapter 4); Green, <i>Hearing</i> , chs. 4, 5
9	STUDY WEEK B		

Wk	Content	Focus Text	Reading
10	The Text in Context: Jesus and Gospel Studies	John 9:1-41	Green, <i>Hearing</i> , ch. 6
11	The Text: Doing Things with Words	Genesis 22:1-19	Gorman, <i>Elements</i> , 109-37 (chapter 6); Green, <i>Hearing</i> , chs. 9, 10
12	The Text: Reading a Narrative	James 4:13-5:6	Gorman, <i>Elements</i> , ch. 7; Green, <i>Hearing</i> , chs. 12, 17, 18
13	The Text and the Reader: From Where Do We Read? Feminist Interpretation	(no text)	Gorman, <i>Elements</i> , chs. 8-9; Green, <i>Hearing</i> , ch. 13 Helpful for final Report: Gorman, <i>Elements</i> , chapters 10-11 + appendices

Learning Resources

Essential Texts

- DeSilva, David A. "The Cultural and Social World of the Early Church: Purity, Honor, Patronage, and Kinship." Pages 82-116 in *An Introduction to the New Testament: Contexts, Methods, and Ministry Formation*, Second Edition, Grand Rapids: IVP Academic, 2018. (available via Moodle)
- Goldingay, K. S. & J. Goldingay. "The sting in the Psalms," *Theology* 117.6 (2014): 403-410; 118.1 (2015): 3-9 (in two parts). (available via Moodle).
- Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Third Edition. Grand Rapids: Baker Academic, 2020. (available via DTL2 in the PBC library databases)
- Green, Joel B., ed. *Hearing the New Testament: Strategies for Interpretation*, Second Edition. Grand Rapids: Eerdmans, 2010. (available via DTL2 in the PBC library databases).

Recommended Texts

- Bartholomew, Craig G. *Introducing Biblical Hermeneutics: a Comprehensive Framework for Hearing God in Scripture*. Grand Rapids, MI: Baker Academic, 2015.
- Black, D.A. & David S. Dockery, eds. *New Testament Criticism and Interpretation*. Grand Rapids, MI: Zondervan, 1991.
- Cole, Ross & Paul Peterson, eds. *Hermeneutics, Intertextuality and the Contemporary Meaning of Scripture*. Cooranbong, NSW: Avondale Academic, 2014.
- DeSilva, David A. *Honor, Patronage, Kinship, and Purity: Unlocking New Testament Culture*. Second Edition. Grand Rapids: IVP Academic, 2022.
- Duvall, J. S. & J. D. Hays. *Grasping God's Word*. Fourth Edition. Grand Rapids: Zondervan, 2020.
- Gorman, Michael J., ed. *Scripture and Its Interpretation: A Global, Ecumenical Introduction to the Bible*. Grand Rapids: Baker Academic, 2017.
- Green, Joel B. *Seized by Truth: Reading the Bible as Scripture*, Nashville: Abingdon, 2007.
- Hopkins, D. C. "Life in Ancient Palestine." Pages 213-27 in vol. 1 of *The New Interpreter's Bible*. Edited by Leander E. Keck et al. Nashville: Abingdon, 1994.
- Kaiser, Walter C., Jr. and Moises Silva. *Introduction to Biblical Hermeneutics: The Search for Meaning*. Revised and Expanded ed. Grand Rapids: Zondervan, 2007.
- Keane, Niall and Chris Lawn, eds. *The Blackwell Companion to Hermeneutics*. Chichester, UK: Wiley, 2016.

- Klein, William W., Craig L. Blomberg, and Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Third Edition. Grand Rapids: Zondervan Academic, 2017.
- Kroeger, Catherine Clark, and Mary J. Evans, eds. *The IVP Women's Bible Commentary*. Downers Grove: InterVarsity Press, 2002.
- Malcolm, Matthew R. *From Hermeneutics to Exegesis: The Trajectory of Biblical Interpretation*. Nashville: B&H Academic, 2018.
- Malherbe, Abraham J. "The Cultural Context of the New Testament: The Greco-Roman World." Pages 12-26 in vol. 8 of *The New Interpreter's Bible*. Edited by Leander E. Keck et al. Nashville: Abingdon, 1995.
- Newsom, Carol A., Sharon H. Ringe, and Jacqueline E. Lapsley, eds. *Women's Bible Commentary*. Revised and Updated [Third] Edition. Louisville: Westminster John Knox, 2012.
- Nickelsburg, George W. E. "The Jewish Context of the New Testament." Pages 27-42 in vol. 8 of *The New Interpreter's Bible*. Edited by Leander E. Keck et al. Nashville: Abingdon, 1995.
- Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Second Edition. Downers Grove: IVP Academic, 2006.
- Porter, Stanley E. and Jason C. Robinson. *Active Hermeneutics: Seeking Understanding in an Age of Objectivism*. New York: Routledge, 2020.
- Starling, David I. *Hermeneutics as Apprenticeship: How the Bible Shapes Our Interpretive Habits and Practices*. Grand Rapids: Baker Academic, 2016.
- Tate, W. Randolph. *Biblical Interpretation: An Integrated Approach*. Third Edition. Grand Rapids: Baker Academic, 2014.
- Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids: Zondervan, 2009.
- Van Oudtshoorn, Andre and David Smith. *Handbook to Interpreting Colossians*, Karrinyup: Snowgoose, 2019.

Assessment

All students must complete all assessment requirements as set, and conform with SCD Policy requirements.

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Two Interpretive Assignments	Ongoing	35%	1, 3, 4, 5
Bible Study Presentation (Context Analysis)	Week 10 (after Study Week B)	30%	1, 3, 4, 5
Interpretive-Research Assignment	Week 13	35%	1, 2, 3, 4, 5

Detailed information on assessment tasks and assessment standards

1. Interpretive Assignments on two selected texts, one from the OT and one from the	Choose two class sessions for which to prepare in advance and submit to the lecturer (before class begins) an interpretive assignment on the scheduled weekly text. Of these two assignments, one must be written on an Old Testament Text and one on a New Testament text. Available
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<p>NT, with an optional third.</p> <p>(Carries 35% of total grade).</p>	<p>texts with corresponding due dates are specified in the course schedule above (see 'Focus Text' column).</p> <p>Students who wish to do so <i>may</i> turn in a third assignment (on either testament), and only their two highest grades will be factored into the final grade.</p> <p>For detailed expectations on writing interpretive assignments see PDF entitled 'Some Comments on Interpretive Assignments' (available via Moodle).</p> <p>Sources: Students are not expected to consult secondary sources (though they must properly cite any they do), but to do their own close reading of the text.</p> <p>Word Count: 1,350 words (two pages single-spaced), for a total of 2,700 words combined for both assignments.</p> <p>Due date: First one must be submitted by Week 5; second one before end of trimester (allow time for feedback on the first one).</p>
<p>2. Bible Study Presentation (Context Analysis)</p> <p>(Carries 30% of total grade)</p>	<p>The purpose of this assignment is for you to critically compare and contrast a naïve reading of the Bible with a hermeneutically-grounded approach to interpreting the Bible, with consideration of the varied contexts of both the biblical materials and contemporary readers.</p> <p>Specific instructions: Write an introductory session for a group Bible study in which you:</p> <ul style="list-style-type: none"> • Describe the importance of considering the genre of biblical texts; • Describe the importance of considering the socio-cultural realities of the world out of which the biblical texts arose; • Give at least one example of how reading a biblical text from the perspective of a (post-)modern understanding of genre can lead to a <i>misreading</i> of the text; • Give at least one example of how reading a biblical text from the perspective of a (post-)modern socio-cultural reality can lead to a <i>misreading</i> of the text; and • Conclude by teaching your listeners about the importance of considering the genre and socio-cultural realities of biblical times (either OT or NT) when reading biblical texts (either OT or NT). <p>Sources: This assessment requires the standard number of references for this level of study, which is a minimum of 9 sources (including 2 journal articles).</p> <p>Word Count: 1,500 words.</p> <p>Due date: Week 10 (after Study Week B).</p>

<p>3. Interpretive-Research Assignment on Romans 6:1-14, that evinces both a close personal reading of the text and a critical engagement with the range of appropriate secondary resources.</p> <p>(Carries 35% of total grade)</p>	<p>The interpretive-research assignment assesses foundational interpretive methodological knowledge, the analysis of the original and contemporary contexts in light of the text, and the practical use of basic interpretive ministry skills. Students should show evidence of research with critical considerations based on competing views between scholars. The assessment should include thoughts on how biblical texts speak into ministry contexts today.</p> <p>Specific Instructions: Like the shorter interpretive assignments turned in earlier in the trimester, this assignment should focus upon your own close reading of the text, in this case of Romans 6:1-14 (detailed expectations for interpretive assignments are available in the PDF entitled “Some Comments on Interpretive Assignments”). Unlike the earlier interpretive assignments, however, this final report should also incorporate research from secondary sources (articles/chapters, books, commentaries).</p> <p>IMPORTANT: use these secondary sources as resources to help you answer the questions we are using for the interpretive assignments, not to add material to your paper that is irrelevant to our set of questions.</p> <p>Sources: This assessment requires the standard number of references for this level of study, which is a minimum of 9 sources (including 2 journal articles).</p> <p>Word Count: 2,200 words.</p> <p>Due date: Friday of Week 13 (the last week of the trimester).</p>
<p>All assignments are to be submitted via Moodle by 11:55pm on the day the class is scheduled, in the trimester week indicated above, unless specified otherwise.</p>	

Course Unit Revision

This Course Unit was last revised in May 2024 in preparation for teaching it for the first time as an SCD unit. The second assessment (Bible Study Presentation) was created to replace the previous one (Series of Devotions) in response to student feedback from previous iterations of the unit.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50

Penalty: 4 days late = 5% of 50x4 = 10 mark penalty

The student's original mark is 40.

Final mark =40-10=30

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds.

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Teaching Body setting out the extreme circumstances. The Teaching Body's appropriate committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the SCD Handbook.

SCD Academic Board has mandated that Studiosity is the only online study assistance permitted within the SCD. Studiosity is supplied free of charge to SCD students, and it can be accessed through [INSERT ACCESS, e.g. the MI Learning Management System.]

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