

CONTACT INFORMATION

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I. COURSE DESCRIPTION

In this course you will examine the history of biblical interpretation from the early Jewish and Rabbinic writers through the Middle Ages and Reformation up to the postmodern writers. You will explore relevant worldview assumptions, the rise of various types of historical and literary criticism, and a defense of both traditional hermeneutics and the single meaning located in the mind of the original author.

II. COURSE OBJECTIVES

This course is planned and structured with the intent that, after he conscientiously and successfully completes the stated requirements, the student should:

1. Explain the issues and identify the leading figures of the history of biblical interpretation from the post-apostolic church to the present.
2. Describe the positive and negative results of the contribution of textual, historical and literary criticism for biblical interpretation.
3. Apply the authoritative Word more faithfully in the contemporary, multi-cultural world.
4. Interact with other evangelicals about issues on which differences exist.
5. Develop a personal approach to applying hermeneutical theory in the particular ministry setting which he or she is anticipating.

III. TEXTBOOKS

Bray, Gerald. *Biblical Interpretation: Past and Present*. Downers Grove: InterVarsity, 1996.

IV. REQUIREMENTS

- A. Reading the assigned pages of the textbooks, according to the Course Schedule, before class discussion:

Bray, Gerald. *Biblical Interpretation: Past and Present*. Downers Grove: InterVarsity, 1996.

A report of all required reading which has been completed should be submitted to the instructor by the time of the final examination. A form will be submitted on which the report should be made.

- B. One paper, both **written** (10–15 pages in length) and **presented orally**, in accordance with the following specifications:

1. **The Topic:** A relatively contemporary issue in biblical studies should be chosen (1900s-present), with the approval of the instructor. Possible topics will be provided at the beginning of the semester.

2. **Content:** The topic will (typically) provide several questions that should be answered, including historical questions and repercussions on the biblical text. The topic will provide the questions that must be answered, but other areas may be involved and should be considered and discussed as well.
 3. **Bibliography:** Several resources could prove helpful in this assignment, depending on the topic chosen. If appropriate, consult:
 - Black, David Alan, and David S. Dockery, eds. *Interpreting the New Testament: Essays on Methods and Issues*. Nashville: Broadman & Holman, 2001.
 - McKnight, Scot, and Grant R. Osborne, eds. *The Face of New Testament Studies: A Survey of Recent Research*. Grand Rapids: Baker, 2004.
 - Neill, Stephen, and Tom Wright. *The Interpretation of the New Testament: 1861–1986*. 2d ed. Oxford: Oxford University Press, 1988.
 - Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament*. 2d ed. Grand Rapids: Zondervan, 2005.
 - Baker, David W., and Bill T. Arnold. *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids: Baker, 1999.
 - Longman III, Tremper. *An Introduction to the Old Testament*. 2d ed. Grand Rapids: Zondervan, 2009.
 4. **Procedure:** The professor will have a list of dates for presentations available shortly after the final class roster is determined and will coordinate the list so that no topic is covered more than once. The attempt will be to have 1-3 presentations per class near the end of the semester.
 5. **Oral Presentation:** The oral presentation should be no longer than 25 minutes. A brief handout of excerpts from primary sources should be presented to each student in the class with a detailed outline of the presentation.
- C. One Interview Report: Each student should interview a person, with theological training if possible, who interprets the Bible in a different way than the student himself. A non-evangelical would be preferred, but it could be an Evangelical within a different theological tradition. The interview should be for a minimum of 30 minutes. A report should be written (5-6 pages) which includes a synopsis of the questions asked and the answers given. The student should critique the hermeneutical perspective of the one interviewed (from an Evangelical viewpoint), giving specific examples. He should also note the extent to which his study of the history and issues of hermeneutics has aided in his understanding of the approach of the interviewee. It is suggested that the student consider carefully and plan his interview early in the semester, but wait until at least mid-semester before it is conducted. The Thanksgiving break would be an excellent time. Please identify the person who is being interviewed and describe the person's background tradition, or place of service. Suggested questions to be included in the interview:
- To what extent do you take the Bible literally, i.e., at face value?
 - What principles do you use to determine what should be taken literally and what should be taken otherwise?
 - Ultimately in what or where is the meaning of a text to be sought?
 - Do you think that the meaning of a text should be considered fixed or flexible?
 - Where is authority to be located?
 - How do you know that a given interpretation is correct?

Who or what determines the proper or best interpretation of a given text?
 Are there any specific principles which you think should be used in the
 interpretation of Scripture.
 How do you use the Bible in preaching or teaching?
 Do you see the Bible as having normative authority?
 How do you use the Bible personally?
 What was the best sermon that you have ever heard? Why was it the best?

- D. Exams: There will be three exams. Each exam will cover the previous lectures and reading, not being cumulative. More details on the procedure for the examination will be given in class

V. GRADING

A. Scale: A = 95-100
 A- = 92-94
 B+ = 89-91
 B = 86-88
 B- = 83-85
 C+ = 80-82
 C = 77-79
 C- = 74-76
 D+ = 71-73
 D = 68-70
 D- = 65-67
 F = 0-64

B. Grading Percentages:
 Exam One 20%
 Exam Two 20%
 Exam Three 20%
 Written & Oral Report 20%
 Interview Report 10%
 Reading Report 10%

C. Time Projection
 Bray reading = 20 hours
 Written & Oral Paper = 30 hours
 Interview Report = 10 hours
 Preparing for exams = 30 hours

VI. SYLLABUS POLICY

I strive to provide a syllabus without error and that will not need to be changed. However, just as students appreciate mercy when circumstances arise, so does your professor. Therefore, when a typo or obvious mistake has crept into the syllabus, the professor will correct it. When the professor desires to make a change in course content or structure, he will first discuss this with the class to see if the changes seem fair.

VII. COURSE SCHEDULE

<u>Date</u>	<u>Lecture/Discussion Content</u>	<u>Student Responsibility</u>
Jan 30	-Syllabus & Course Intro -Intro to History of Interpretation & Issues of Interpretation -Early Jewish & Rabbinic Interpretation -Jewish Alexandrian & Later Rabbinic Exegesis	Bray: 7-76
Feb 6	-Early Patristic Exegesis -The Alexandrian Christian Approach -The Antiochene Approach	Bray: 77-128
Feb 13	-The Synthesis in the Western Church -Medieval Interpretation	Bray: 129-164
Feb 20	-Precursors to the Reformation -The Exegesis of the Reformation	Bray: 165-220
Feb 27	Prayer Day	
March 6	-First Exam -The Interpretation of the 17 th Century	
March 13	-The Exegesis of the 18 th Century	Bray: 221-269
March 20	-The Exegesis of the 19 th Century -The Philosophical Background to Modern Hermeneutics	Bray: 270-375
March 27	-Biblical Interpretation in Europe in the 20 th Century -Biblical Interpretation in North America in the 20 th Century	Bray: 376-460
April 3	-Post-Modern Biblical Interpretation	
April 10	-Biblical Criticism Hermeneutics	Bray: 461-506
April 17	Spring Break	
April 24	-Second Exam -Contemporary Issues in Biblical Studies	
May 1	-Contemporary Issues in Biblical Studies	Bray: 507-588
May 8	-Contemporary Issues in Biblical Studies	
May 15	-Third Exam	Interview Report Due Reading Report Due

VIII. ACADEMIC SUCCESS CENTER

Students with physical, emotional, ADHD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. You may contact the Academic Success Center by phone at 1-803-807-5611, or by email at academicsuccess@ciu.edu. If you already receive services through ASC please contact that office so they can help make your academic experience in this course as successful as possible.

IX. SSM STYLESHEET

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office (Schuster 145). It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, A

Manual for Writers of Term Papers, Theses, and Dissertations. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography, and using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style, and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment.

To find an electronic copy of the *Stylesheet*, you may follow this path:

CIUOnline > Student Life > Seminary Information > Resources > Stylesheet

Online resources related to Turabian include:

- <http://www.eturabian.com/turabian/index.html>
- <http://www.bibme.org>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

X. PLAGIARISM

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.