AU: RELB 245 Hermeneutics
Summer 2018
“The unfolding of your words gives light; it imparts understanding to the simple.”

Ὅ δηλώσεις τῶν λόγων σου φωτίζει καὶ συνετεῖ εἰς πνείους
LXX Psalm 118:130

The cover picture: Early Christian symbols: a fish - ἰχθύς, ichthus, an acronym meaning: I:Jesus; X:Christ, Th:God, U:Son; S:Saviour from an etching in St. Sebastian catacomb, Rome.
AU RELB 245 Hermeneutics
Consortium of Adventist Colleges and Universities

Self-Paced Full Term Courses
This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

Instructor Contact
Please refer to course in LearningHub 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

<table>
<thead>
<tr>
<th>Service</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Description
*Andrews University*

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.

Course Prerequisites

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.
**Course 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.

**Required Text/Material**

A critical edition of the Bible in a modern language. Recommended:


*Andrews Study Bible – NKJV*, (Berrien Springs, MI: Andrews University Press. 2010) or


The following textbooks are required:


**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

**Course Outline**

- Introductions.
- Canon, Manuscripts, Versions, Translations.
- How do we read the Scriptures?
- A confessional reading and the role of the Spirit of Prophecy.
- Methods and approaches of biblical interpretation.
- Working with Biblical Texts.

**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. Suggested schedule(s) to accomplish this work are 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, 40-60 minutes.
Take notes as you read and underline/highlight the books in order to complete the Blogs Postings and Learning Book Reports.

- Write possible questions to include in your blogs.
- Watch and/or read the Professor’s Lecture, 20-30 minutes.
- Complete the assignment for the readings (Blog & Learning Book Reports), reviewing your notes and highlighted section, 30-40 minutes
- Preparation for the Exegetical Portfolio, 40-60 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.

**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 blogs (weekly answers), videos, and portfolio assignments. Regular participation in the course is essential to good performance.

**Course/Technical Requirements**
- Internet connection (DSL, LAN, or cable connection desirable).

**LearningHub Access**
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](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](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 [helpdesk@andrews.edu](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.

**Requirements**
All modules must be completed. Active participation through the blog with the instructor and other students as you are able is expected (5%).
Assessment Descriptions

Readings. Readings for each module include:
- Scripture Readings
- Pages from *A Short Introduction to Hermeneutics* (SIH)
- Pages from *Understanding Scripture: An Adventist Approach* (USAA)
- Lecture Videos, PowerPoints, and Documents

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, 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 AdobeConnect or Skype connection provided by the University.
## Schedule with start, midterm, final and completion dates in RED.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s)</th>
<th>Readings</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Intro</td>
<td>Introduction and Orientation</td>
<td>Orientation&lt;br&gt;Writing Expectations</td>
<td>Submit Schedule&lt;br&gt;Tell About Me&lt;br&gt;Academic Honesty</td>
</tr>
<tr>
<td><strong>1 May 14-20</strong></td>
<td>Introductions</td>
<td><strong>Video:</strong> Welcome to Class, How to Complete a Learning Book Report&lt;br&gt;&lt;br&gt;PPT: Welcome to Class&lt;br&gt;Video presentation syllabus</td>
<td>Blog 1: Short Introduction to Hermeneutics&lt;br&gt;Learning Book Report 1</td>
</tr>
<tr>
<td>2</td>
<td>Resources and Sample Papers – Portfolio</td>
<td><strong>PPT:</strong> It’s Not Always as It Seems &amp; Hermeneutics vs Exegesis &amp; Translations - Versions - Codices - Manuscripts&lt;br&gt;Docs: Hermeneutics vs Exegesis&lt;br&gt;<strong>Video:</strong> It Is Not Always As It Seems &amp; Translations – Versions – Codices – Manuscripts &amp; Blessings in Disguise?</td>
<td>Blog 2 – Response to a Quote&lt;br&gt;Learning Book Report 2&lt;br&gt;PORTFOLIO: Personal translation from Gk/Hb or Compositional</td>
</tr>
<tr>
<td>3</td>
<td>Doing Hermeneutics From a Confessional point of view</td>
<td><strong>PPT:</strong> Views on Scripture &amp; A History of Methods and Approaches: A Western View&lt;br&gt;Video: A History of Methods and Approaches.</td>
<td>Blog 3 Short introductions to Hermeneutics&lt;br&gt;Learning Book Report 3</td>
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<td>4</td>
<td>Sola, Tota and Prima Scriptura</td>
<td><strong>PPT:</strong> Sola, Tota, Prima Scripture &amp; Exegetical Methodologies&lt;br&gt;<strong>Video:</strong> Interview with Dr. W Whidden on EGW Theological Development &amp; Sola Tota and Prima Scripture and the writings of EGW – A conversion with Dr. Erhard Gallow&lt;br&gt;Docs: Examples Questions Inductive Reasoning Approach</td>
<td>Blog 4 Required Reading for Post Learning Book Report 4&lt;br&gt;PORTFOLIO: Allegorical Method</td>
</tr>
<tr>
<td>5</td>
<td>Early and medieval Jewish and Christian Interpretations – The Allegorical Approach</td>
<td><strong>PPT:</strong> Early Jewish and Christian Interpretation – The Allegorical Approach &amp; Early Jewish Exegesis – The Use of the OT in the NT &amp; Jewish and Christian Medieval Interpretation&lt;br&gt;Docs: Sample Format of Allegorical Approach &amp; Link: The Alexandrian Church and the Allegorical Method. &amp; Link: Jewish Medieval Interpretation of the Songs of Songs.&lt;br&gt;<strong>Video:</strong> A Conversation with Dr. Glenn Russell on Allegorical Preaching.</td>
<td>Blog 5 Required Reading (2) for Post Learning Book Report 5</td>
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<td>6</td>
<td>Historical Critical vs. Historical-Grammatical Method</td>
<td>Doc: Comparison HMC-HG Methods&lt;br&gt;PPT: Comparison between the HCM and the HG &amp; Historical Grammatical Approaches</td>
<td>Blog 6 Required Reading (3) for Post Learning Book Report 6</td>
</tr>
<tr>
<td><strong>8 June 17-21</strong></td>
<td>Sentences and Clause Diagramming</td>
<td><strong>Video:</strong> Literary Approaches: An Introduction &amp; A conversation with Dr. Paul Petersen on Narrative Analysis &amp; How to Prepare Narratology: Exegesis Chart&lt;br&gt;<strong>Instructions:</strong> How to complete Exegesis Chart&lt;br&gt;Exegesis chart Elijah ch 2&lt;br&gt;Exegesis chart Elijah</td>
<td>Blog 8 Required Reading (5) for Post Learning Book Report 8&lt;br&gt;PORTFOLIO: Exegetical Chart Narratology</td>
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<td>9</td>
<td>Literary Analysis – Structural – Rhetorical, continuation</td>
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### Completing Assignments
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

### Part 4: Grading Policy

#### Graded Course Activities

<table>
<thead>
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<th>Percent</th>
<th>Description</th>
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<tr>
<td>5%</td>
<td>Participation</td>
</tr>
<tr>
<td>65%</td>
<td>Portfolio Assignments</td>
</tr>
<tr>
<td>10%</td>
<td>Blog Postings on Short Introduction to Hermeneutics</td>
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<tr>
<td>13%</td>
<td>Learning Book Reports on USAA</td>
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<tr>
<td>7%</td>
<td>Final Portfolio</td>
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<td>100</td>
<td>Total Percent Possible</td>
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Viewing Grades in LearningHub
- Click into the course.
- Click on the Grades link in the Settings Box to the left of the main course page.

Letter Grade Assignment

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<thead>
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<th>Letter Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</table>

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/weblmsc/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 or fax it to (269) 471-8407.
3. Email 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.
Hermeneutics

Commit 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: Detailed Schedule

Module 1 — Introductions.
Syllabus presentation and requirements.
Manuscripts, Canon, Translation & Versions.
Inspiration and Revelation.
How to read the books.
Documents, PPT and Videos:
Syllabus & Introductions videos – dvi.
It is not always as it seems! – ppt.
Exegesis vs. Hermeneutics – ppt.
How to prepare a LBR – dvi.
   a) Explain the difference between Exegesis and Hermeneutics.
   b) Answer either question 3 or 5 from pages 23-24.

Module 2. Doing Hermeneutics from a Confessional point of view.
Texts: Isa 28; Mt 5-7.
Documents, PPT and Videos:
Views on Scripture – ppt.
A Conversation with Prof. Susan Zork on Spiritual Growth and Disciple Making through Bible Study – dvi.
A Review of Methods and Approaches: A Western View – ppt & dvi.
Explanation of Translation assignment.
Required Reading & Posting: Considering the readings for this module, respond to the following statement:
a. “EGW was an inspired prophetess; therefore her interpretations are above our own?”

Required Reading & LBR: USAA 309-328.

P. Assignment: Translate your text from Hebrew/Greek or prepare a compositional translation using at least 7 different versions.


Text: Lk 10:25-37; Gen 41:9-12.

Documents, PPT and Videos:
- Exegetical Methodologies – ppt.
- *Sola, Tota and Prima Scriptura* – ppt.
- Interview with Dr. W. Whidden – Part I – dvi.
- A conversation with Dr. Erhard Gallos on *Sola, Tota and Prima Scriptura* – dvi.
- Instructions How to Complete the IRA – dvi.

Required Reading & Posting:
- a) What are the differences between *Sola, Prima* and *Tota Scriptura*?
- b) Research on the internet the term *Prima Scriptura* and its origins.
- c) If we as interpreters favor this concept of primacy of the Scriptures, are we suggesting other/secondary authority after the Bible?

Required Reading & LBR: USAA, 15–26; 27 – 46.

P. Assignment: Inductive Reasoning Approach.


Text: Gen 32; Gen 6.

Documents, PPT and Videos:
- Early Jewish and Christian Interpretation: Midrash and the Allegorical Approach – ppt.
- Early Jewish Exegesis & the Use of the OT in the NT – ppt.
- The Use of the LXX – ppt.
- The Alexandrian church and the Allegorical Method – link.
- Jewish Medieval Interpretation of the Songs of Songs – link.
- A conversation with Dr. Glenn Russell on Allegorical Preaching – dvi.

Required Reading & Posting: SIH 25-44; Question: p. 44 #2.

Required Reading & LBR: USAA 47-74.

P. Assignment: Allegorical.


Textual; Source; Form; Tradition and Redaction Criticism.

Documents, PPT and Videos:
- Historical Grammatical Approaches – ppt.
- A conversation with Prof. Rahel Schafer on the HCM & HG – dvi.
- Comparison between the HCM and the HG – ppt.
A conversation with Abner Hernandez on the Comparison between the HCM and the HG – dvi.

Required Reading & Posting: SIH, 45-68; Question: p. 66 #3.
Required Reading & LBR: USAA 329-337.

**Module 6. HCM–HG continuation – the 19th – half 20th century.**

Required Reading & Posting: SIH 69-88; 86-2; Question p. 87 #3.
Required Reading & LBR: USAA 339-352.

**Module 7. The Historical-Grammatical or Historical-biblical Approach.**

Review of USAA, Chapter 7: “Guidelines for the Interpretation of Scripture.” - dvi
Review Class Docs, Videos and sample papers for the Sentence and Clause Diagramming.
Required Reading & Posting: SIH 89-98; Question p. 98 #3.
Required Reading & LBR: USAA 111-134.
P. Assignment: Sentence and Clause Diagramming.

**Module 8. Literary Approaches.**

Structuralism – Clause & Sentence Diagramming.
Narrative-Narratology.
Word Studies.
Comparative.
Documents, PPT and Videos:
A conversation with Dr. Paul Petersen on Narrative Analysis-dvi.
Instructions How to Complete Exegesis Chart – ppt & dvi
Required Reading & Posting: SIH 99-118; Pg. 117-3.
Required Reading & LBR: USAA 153-162.
P. Assignment: Exegesis Chart.

**Module 9. Literary Approaches – continuation.**

Structuralism – Diagramming.
Narrative-Narratology.
Word Studies.
Comparative.
Explanation of Word Studies Part I and II - dvi
Required Reading: SIH 133-137; Posting: Find other passages for Hebrew parallelism, chiasms and/or other figures of speech.
Required Reading & LBR: USAA 163-182.
P. Assignment: Word Studies.

**Module 10. Intertextuality or Inner biblical approaches**

Explanation of Intertextuality.
Required Reading & LBR: USAA 135-152; 183-204.
Posting: What do you think is the difference between innerbiblical connections and good imagination to create allusions? Give examples of intertextuality of the Sanctuary theme in the Garden of Eden and Sinai.

P. Assignment: Intertextuality.

Module 11. Social-Sciences Umbrella.
Explanation of Social-Sciences paper.
Class ppt – video: Social Sciences Criticism by AR.
A conversation with Abelardo Rivas on Social Sciences Approaches - dvi.
Required Reading & LBR: USAA, 223-244.
Posting: What are the dangers of establishing universal paradigms to construct the social conditions of peoples - cultures of long time ago? How biases may corrupt this reading?

P. Assignment: Social Sciences.

Module 12. Ideological and Reader Oriented Umbrella.
Gender Studies: Feminism, Womanism, Mujerista.
Ethnic Studies: Black, Hispanic and Asian Theology.
Liberation and Marginal Readings; Postcolonial and Socioeconomic optic.
Explanation of Contextual and Reader Response paper.
Required Reading & Posting: SIH, 119-132,
  a. What is difference and contrast between classifying any reader-oriented readings as ideological and not considering others-peoples interpretations?
Required Reading & LBR: USAA, 271-284.

P. Assignment: Contextual & Reader Response.

Module 13. Theological Interpretation.
Canonical; TIS, EGW
Theological Interpretation – A conversation with Dr. A Jeroncic – dvi.
An Interview with Dr. W. Whidden on EGW Development – Part II – dvi.
Explanation on the Theological-EGW paper.
Required Reading & LBR: USAA, 91-110; 205-222.

P. Assignment: EGW perspective.

Explanation of the Homiletic paper.
No more Readings or Postings.

P. Assignment: Sermon Outline.

Module 15. Conclusion: Constructing a SDA approach.
P. Assignment: Compiling & Revising Portfolio for final submission and presentation.
Module 16. Oral Defense of Portfolio
Make arrangements with the Professor for the Oral Presentation.

Part 7: Selected Bibliography on Hermeneutics and Methodology


See also: *Guides to Biblical Scholarship Series*. Minneapolis: Fortress Press.
Old Testament, edited by Gene. M. Tucker... some titles:
- Canon and Community // Form Criticism // The Historical Critical Method // Literary Criticism of the OT // The OT and the Archeologist // The OT and the Historian // Textual Criticism // Tradition History and the OT // Interpreting Hebrew Poetry // Folklore and the Hebrew Bible // Rhetorical Criticism.

- 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?