

GOLDEN GATE BAPTIST THEOLOGICAL SEMINARY

Northern California Campus

S2521-11, Biblical Hermeneutics – 2 credit hours

Timothy Wiarda

Thursday 1:00—2:50 PM

Spring Semester, 2015

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Description

A course designed to further the student's hermeneutic knowledge and skills and to provide an opportunity to hone and practice exegetical skills through the application of recognized methodological principles of hermeneutics in the interpretation of selected biblical texts.

Outcomes

1. Students will gain an understanding of historical, philosophical, exegetical, and theological issues surrounding biblical interpretation (J1, C6, F11, M15).
2. Students will recognize the main literary genres found in the Bible and understand how the distinctive features of each impact interpretation (J1, C6, R18).
3. Students will demonstrate the ability to apply basic methodological principles for interpreting biblical texts (J4, J5, C8, R19).
4. Students will exhibit the capacity to apply appropriate hermeneutical conclusions to modern ministry contexts (J4, J5, C8, R19).

Textbooks

Required: William Klein, Craig Blomberg, and Robert Hubbard. *Introduction to Biblical Interpretation*. Nashville: Thomas Nelson, 2004.

Recommended: Timothy Wiarda. *Interpreting Gospel Narratives: Scenes, People, and Theology*. Nashville: B&H Academic, 2010.

Schedule

2/5 Theological starting points

READINGS

EXEGETICAL BASICS

2/12 Words and grammar

KBH 1

2/19 Literary context

KBH 7

2/26 Historical, cultural, and situational contexts

KBH 8

3/5 The genre factor: Old Testament

KBH 9

3/12 The genre factor: New Testament

KBH 10

3/19 The genre factor: narrative

Wiarda, 45-96

MOVING FROM THE BIBLE TO THEOLOGY AND APPLICATION

3/26	Scripture in light of Scripture	KBH 5-6
4/2	Contextualization: commands and principles	KBH 12
4/16	Contextualization: language and theology	KBH 2
4/23	Inclusive language for God	
4/30	Genesis, evolution, and Adam	
5/7	Acts 15 and gay marriage	
5/14	Spirit-led freedom?	
5/21	The Spirit and the word	Wiarda, 194-216

Assignments

1. Weekly preparation and participation, including thoughtful discussion of case studies. 15% of course grade.
2. Reading assigned texts and answering reading questions. Due dates for assigned readings are listed on the class schedule. Reading questions will be posted on the course LMS. 15% of course grade.
3. Position papers. Three position papers (600-700 words each) will be due on the dates listed below. These assignments will require you to practice exegetical skills and/or demonstrate your ability to think through a hermeneutical issue. Additional details will be given in class. 30% of course grade.
 - a. Feb 19 “Woman” or “wife” in Matthew 5:18?
 - b. Mar 19 “A thousand years” in Revelation 20:1-6: when and how long?
 - c. May 7 Acts 15 and gay marriage: critical interaction with two articles.
4. Major paper. A 3000 word exegetical/hermeneutical paper will be due the last day of class (May 21) on one of the following topics:
 - a. Psalm 91 contains promises of God’s protection. In verses 5-13 we find promises of protection against military weapons, disease, falls, and wild animals. Consider first the meaning of this psalm for its original readers. Does it promise actual physical protection? Is its language literal? Then consider its meaning for Christians today. Do these promises of protection still apply to new covenant believers? If so, do they apply in exactly the same sense? Explain what God is telling us through this Psalm today.
 - b. Does Ephesians 5:22-33 demand that all Christians follow a complementarian pattern in their marriages or does it allow for egalitarian marriages? What did Paul mean when he told his original readers that the husband is the “head” of the wife? What did he mean when he told wives to “submit” to their husbands? Do his instructions to the Ephesians speak to all Christians or are they limited to a particular time and cultural context? Do they carry the same meaning and application for us today?
 - c. In 1 Corinthians 12-14 Paul discusses spiritual gifts such as tongues and prophecy. Cessationists hold that these gifts were limited to the first century church. Non-cessationists believe they continue today. Evaluate the exegetical and hermeneutical arguments on each side of this debate. State and support your own conclusion.

Additional paper guidelines will be given later. 30% of course grade. (This assignment will be posted to your ePortfolio.)

5. Grading Scale

- A Outstanding work
- B Good work
- C Work needing improvement
- D Work needing considerable improvement
- F Failing work

Mandatory Assessment Activities

GGBTS engages in regular assessment of its academic programs. Student participation is essential to this process through the following three activities.

1. ePortfolio Reflections - All degree-seeking students must reflect on the work completed as part of required courses by commenting upon the manner in which the course contributed to his/her growth in relation to five Essential Leadership Characteristics selected by the student and referenced in the syllabus under Course Learning Outcomes. These reflections must be recorded in the student's ePortfolio and a copy emailed to the professor no later than the last scheduled meeting of the class.
2. CoursEval Assessments – Each semester a link to a CoursEval survey for each course taken will appear in the student's MyGGBTS page. Students are required to complete this online evaluation of course/instructor no later than the last scheduled meeting of the class. A summary of results (without student ID) is released to the professor only after grades have been submitted for the course.
3. ePortfolio Artifacts – The syllabi of certain courses identify specific assignments which the student will both turn in to the professor for a grade AND attach to their ePortfolio as a "learning artifact." The institution reviews these artifacts as a way of judging the effectiveness of the Seminary's academic program. The review normally occurs after the student's graduation and without reference to student identity. Students are encouraged to remove title page or header/footer containing their name prior to attaching the artifact to their ePortfolio.

Seminary Policy on Academic Credit and Workload Expectations

For each hour of academic credit granted for a GGBTS face-to-face, hybrid or online course, the Seminary assigns a workload of approximately 45 clock hours of academic learning activities per academic credit hour earned. Traditional in-class format normally apportions 15 hours of in-class instruction and 30 hours of instructional exercises to be completed outside of class meetings per credit hour granted. For andragogical reasons, individual courses may adjust the ratio of assignments inside and outside class meetings.