



McMaster Divinity
College

Biblical Interpretation

McMaster Divinity College

NT 3P1130/OT 3P1100
OT 5P1070/NT 5P1100

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Fall 2026
In Person Class + Livestream
Mondays 2:00–3:50 p.m.
TBD

The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development, and vocational formation.

Course Description

This is an essential course for anyone who has a high view of Scripture and believes that it is the primary authority for all Christians. This is a study of the principles of interpretation and application of the Bible. Attention is given to students developing a clearly defined framework for interpreting the Bible that is biblically and theologically grounded, spiritually sensitive, critically aware and practically relevant.

The course will in person with an option to live stream for those who qualify.

DPT Course (OT 5P1070/NT 5P1100)

DPT students who wish to take Biblical Interpretation as an advanced elective will contact the professor (westfal@mcmaster.ca) and together we will design a syllabus that fits your overall focus so that it will directly contribute to your practice-led research project.

Specializations

This course is an elective for specializations in Biblical Studies (BS), Pastoral Studies and is an appropriate elective for all other specializations given that MDC affirms Scripture as the standard for Christian faith, life and teaching.

Biblical Studies (BS)

Students taking Biblical Interpretation as a Biblical Studies (BS) course will build the core skills that they need for the specialization as most assignments are based on them. This is the course that introduces you to the foundational exegetical tools of biblical scholarship. It introduces you to the major critical methods of contemporary biblical scholarship, and teaches you how to develop exegetically responsible material for writing, teaching or preaching.



Pastoral Studies (PS)

Students taking Biblical Interpretation as a Pastoral Studies (PS) course will develop the essential skills for reading the Bible as well as researching and creating Bible studies and biblical sermons. They will also learn the principles of responsible biblical interpretation in order to establish or develop their biblical basis for leadership strategies, a coherent worldview, ethical decisions and Christian principles and values.

As an Elective

All students are encouraged to take Biblical Interpretation as a course elective. They will benefit from learning the skills needed to read and interpret the Bible which evangelicals hold as authoritative for faith and practice. All will benefit from working on the biblical foundation of a coherent worldview, from the engagement with other hermeneutics and from learning to spot exegetical fallacies that may be damaging to the individual or the community of faith.

Course Objectives– Through reading, lectures, discussion and assignments the following goals are set for the student:

Knowing

- Describe sound guidelines for reading and interpreting Scripture
- Discuss common fallacies of interpretation
- Summarize the types of literature in the Bible, and how they affect interpretation
- Recognize a variety of methods by which the Bible has been interpreted
- Discuss principles for applying the Bible to life, ministry and thought

Being

- Be habitually challenged and changed by the reading and study of the Bible.
- Become an informed and responsible interpreter of the Bible.
- Be a critical thinker in the process of the constant evaluation of interpretation
- Be one who values Scripture deeply

Doing

- Make specific applications of the Bible to your ministry and/or spiritual formation
- Listen and read critically→Identify fallacies of interpretation
- Apply biblical interpretation in a way that is relevant to your specialization

Course Requirements

Class Participation (15%)

Student attendance and participation in interactive lectures and class and group discussions and activities is expected. Participation in online discussions is voluntary but encouraged and counts as participation. See Classroom Behavior: Attendance for a full explanation of the class policy.

Reading (10%)

Read the course texts and the selected Old and New Testament texts, preferably before the in-class sessions. 100% will receive the value of an A with equivalent adjustments for lower percentages.

Course Textbooks

For the course texts, there are three tracks to choose from for the course reading that best correspond to your needs and your specific areas of specialization. You are responsible to set your reading schedule to match the topics covered in class.

Counselling, Elective (Interpretative skills for the Christian life)

The texts reflect a general introduction to Biblical interpretation and guidelines for responsible reading, interpretation and application of Scripture.

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Revised and Expanded Edition. Grand Rapids: Baker, 2009 (302 pp.).

Brauch, Manfred. *Abusing Scripture: The Consequences of Misreading the Bible*. Downers Grove, IL: InterVarsity, 2009 (294 pp.).

Pastoral Studies, Biblical Studies or Elective (foundational skills for teaching and preaching)

While all students are encouraged to read Gorman and Brauch (above), this text is the standard evangelical text for exegesis in preparation for preaching and teaching.

Klein, William, Craig L. Blomberg, and Robert L. Hubbard. *Introduction to Biblical Interpretation*. 3rd ed. Grand Rapids: Zondervan, 2017 (707 pp.).

Biblical Studies (advanced research)

For the BS student who already is proficient in writing an exegetical paper and plans to do a thesis or pursue an academic degree. The texts reflect the multi-faceted discipline of exegesis and methodologies.

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Revised and Expanded Edition. Grand Rapids: Baker, 2009 (302 pp.).

Choose *one* of the following texts (OT or NT)

Baker, David W. & Arnold, Bill T. *The Face of Old Testament Studies*. Grand Rapids: Baker, 1999 (512 pp.).

Green, Joel. *Hearing the New Testament: Strategies for Interpretation*. Grand Rapids: Eerdmans, 2010 (440 pp.).

Readings in the Bible

Old Testament

Narrative: Genesis

Narrative + Law: Exodus

Poetry:

Lament: Psalms 22, 136

Thanksgiving: Psalms 116

Royal: Psalms 93, 110

Salvation History: Psalms 98

Praise: Psalms 89, 132

Prophecy: Isaiah, Jonah, Hosea

Prophecy+narrative+apocalyptic: Daniel

New Testament

Narrative: Luke-Acts

Epistles

Group: Romans, Galatians, Philippians

Personal: Philemon, 2 Timothy

Homiletic: Hebrews, James

Apocalyptic+Epistle+Prophecy: Revelation

If you complete 100% of the reading, you may choose one extra credit reading for all specializations (+5%):

Hwang, Jerry. *Contextualization and the Old Testament: Between Asian and Western Perspectives*. Logia 1. Carlisle, Cumbria: Langham Global Library, 2022.

Johns, Cheryl Bridges. *Re-enchanting the Text: Discovering the Bible as Sacred, Dangerous, and Mysterious*. Grand Rapids: Baker, 1923.

McCaulley, Esau. *Reading While Black: African American Biblical Interpretation as an Exercise in Hope*. Downers Grove, IL: IVP Academic, 2020.

Richards, Randolph E. *Misreading Scripture with Individualist Eyes: Patronage, Honor, and Shame in the Biblical World*. Downers Grove, IL: IVP Academic, 2020.

Roth, Federico Alfredo, et al. *Reading the Bible Around the World: A Student's Guide to Global Hermeneutics*. Downers Grove: IVP Academic, 2022.

Reading Report (10%)

On **Friday, December 18 by 11:59 p.m.**, each student will submit a reading report to A2L for the Bible and text reading. Submit a PDF with your name and the total percentage of the completed reading. If you read a book for extra credit, write down the title.

Written Assignments

All written assignments must be submitted in order to pass.

There will be two assignments for each student. The first is a paper that reflects the area of specialization and the second is a project that makes a suitable contribution to the student's portfolio. **Submit all assignments in PDF form to A2L in the designated folder under Assignments.**

Written assignment for Specializations, (40%)

Due 11:59 pm, Friday, Nov 13. Indicate your choice of written assignment on A2L on Friday, September 25.

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses:

<https://avenue.ellmcmaster.ca/d21/le/content/710143/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-5215382>

Failure to observe appropriate format and style will result in grade reductions.

1. **Biblical Interpretation for the Christian Life: Scripture Twisting Journal**

Each student is required to keep a “journal” with 10 total entries, where they identify a significant abuse of biblical interpretation and/or application that they have observed—some cases can be from past experience, but the students should also be particularly alert to “Scripture twisting” that they encounter during the course.

Submit your first entry on A2L for feedback on Friday, October 2.

Remember the priority is *biblical interpretation*, meaning that each entry should focus on a (mis)interpretation of a particular Bible verse or passage. Avoid addressing theological issues/topics. Do not include comics, etc., that are intended to be puns or wordplay (ie. Eve is tempted by an Apple computer).

The contexts where you observe biblical interpretation can range from children, friends and family to the pew, the pulpit, and scholarly journals as well as popular media.

Format of Scripture Twisting Journal (with subheadings)

- Identify the use of Scripture.
- Describe the situation/conversation where you state how the Scripture is interpreted and/or misapplied.
- Explain what is wrong with the use of Scripture
- Explain a better approach to understanding the passage, researching and footnoting your sources (see MDC Style Guide) utilizing a minimum of at least 1 academic commentary per entry with a minimum of 3 academic sources per entry—attempt to look at different commentaries of the best quality for each entry to become acquainted with available resources. Include a bibliography (see MDC Style Guide) of all the sources that you have used at the end of the journal.

See example and rubric on A2L for grading criteria

2. **Pastoral Studies, Biblical Studies: Exegetical Paper**

Writing an exegetical paper involves learning and utilizing the core skills of interpretation. With this option, each student will write a type of exegetical paper which is the traditional seminary assignment that teaches preparation for an exegetical sermon or a Bible Study.

Length & style: it should be approximately 5,000 words (about 15 pages of text) excluding footnotes and bibliography. For all matters of style and form, see the MDC Style Guide. There should be a minimum of 15 good quality sources used in the footnotes and bibliography. For all other matters, follow the “Steps to Exegesis,” including the subheadings.

Approach:

- Choose a text from the Old Testament or New Testament according to the course you registered for. It must be a cohesive unit, of 12–15 verses.
- Detailed instructions (“Steps to Exegesis”) will be placed on A2L, as well as discussed in class.

Submit your choice of passage to A2L by Friday, 11:59 pm, October 2.

See rubric on A2L for grading criteria

3. **Biblical Studies: Research Paper**

This option is for the student who has already done an exegetical paper, is proficient with the basic tools, and wants to explore other methodologies. For a research paper, each student will select and apply an exegetical methodology to a text in the OT or NT (a cohesive unit of 10–15 verses), guided in the selection and application of methodology by the course texts (Gorman and Green or Baker & Arnold).

Length & style: It should be approximately 5000 words (about 15 pages) of text, excluding footnotes and bibliography. For all matters of style and form, see the MDC Style Guide. There should be a minimum of 15 good academic sources which are current in scholarship used in the footnotes and bibliography

Submit your choice of topic or passage to A2L by Friday, 11:59 pm, October 2.

See rubric for grading criteria. It is also strongly recommended that you watch the PowerPoint presentation on “Writing a Research Paper” available on A2L and discuss your methodology and passage personally with the professor.

Portfolio Project (35%)

Due 4:00 pm, Monday, December 14.

Utilize the course texts, lectures and the written assignment in your area of specialization as well as additional research to produce a project that applies and practices biblical interpretation that you will include in your portfolio: a creative application, the design of a worship service, liturgy, or a sermon, teaching, applied spiritual formation, or the research of a relevant topic or a project appropriate for your life and/or ministry in other ways.

Submit a paragraph description of your project on A2L on Friday, November 20 by 11:59 p.m.

Length & style: if written, the project should be no more than 3,000 words (about 12 pages) of text, excluding footnotes and bibliography. For all matters of style and form, see the Mac Style Guide.

Approach:

In your introduction, identity and profile your target audience. The approach to your projects will largely be determined by the application you choose. Creativity is encouraged.

If your project is an artifact, it should be somewhat comparable in time and effort to a 12 pg. research paper. The student must provide an exegetical explanation (approximately 2–5 pages) of how it aligns with the course together with footnotes and a bibliography that demonstrate the research behind the project). Marking will be based on:

- The expression of the biblical message/content, the content and focus of the course and depth of research
- The quality of the medium
- Appropriateness for the target groups
- The calculated effort expended

Marking will be based on:

- How the message and content utilizes and applies Scripture and the principles of biblical interpretation studied in the course as the primary goal, and research. Sermons, Bible studies, devotionals, etc., are always appropriate and should be submitted in a written form. You may choose to design an artifact: an art project, poetry or song, but in that case, you must also submit a written detailed description of exactly how your artifact utilizes, interprets and applies Scripture and the principles of biblical interpretation of the course.
- The appropriateness of the project for the identified target group, particularly in the use of Scripture and biblical interpretation.
- The quality and proficient use of the medium
- The estimated effort expended on the project (it should be nearly equal to the effort of a 12 pg. exegetical paper).

Grading Summary

➤ Participation	15%
➤ Reading	10%
➤ Written assignment	40%
➤ Project	35%

All assignments must be completed by **11:59 p.m., December 18**, to receive a passing grade.

Biblical Interpretation Streams
Do not “Mix and Match”

Programs/ Specializations	Counselling, Elective Interpretive Skills for the Christian Life	Pastoral Studies, Biblical Studies, Elective Foundational Skills for Teaching/Preaching	Biblical Studies, those who have studied exegesis Advanced Research
Reading	Gorman, Michael J. <i>Elements of Biblical Exegesis</i> Brauch, Manfred. <i>Abusing Scripture: The Consequences of Misreading the Bible</i> All readings in the Bible	Klein, William, Craig L. Blomberg, and Robert L. Hubbard. <i>Introduction to Biblical Interpretation</i> . All readings in the Bible	Gorman, Michael J. <i>Elements of Biblical Exegesis</i> Choose OT or NT: Baker, David W. & Arnold, Bill T. <i>The Face of Old Testament Studies</i> . Green, Joel. <i>Hearing the New Testament: Strategies for Interpretation</i> All readings in the Bible
Written Assignment	Content must reflect the course you signed up for (OT or NT) Scripture Twisting Journal	Content must reflect the course you signed up for (OT or NT) Exegetical Paper	Content must reflect the course you signed up for (OT or NT) Research Paper
Portfolio Project	Content must reflect the course you signed up for (OT or NT)	Content must reflect the course you signed up for (OT or NT)	Content must reflect the course you signed up for (OT or NT)

Textbooks and Materials

Required: See *Course Textbooks* above

Recommended

The *IVP Bible Dictionary Series* (4 vols.)

Walton, John H., et al. *The IVP Bible Background Commentary: Old Testament*. Downer's Grove, IL: InterVarsity, 2000.

Keener, Craig. *IVP Bible Background Commentary: New Testament*. 2nd ed; Downer's Grove, IL: InterVarsity, 2014.

Classroom Behavior

In Class Attendance

- Students who are registered to be in-person do not have the option to livestream. The only exceptions will be in cases of illness or emergency with the professor's permission.
- Students should be on time to class or on site. If there are any issues, e-mail an explanation to the professor (copy GA Namhyo Kim: kimn34@mcmaster.ca in advance.
- Students are expected to stay for the entire class session, unless arranged in advance. Partial attendance will be counted as an absence.

Participation

- Please respect the opinions of others without disrespect or ridicule, even if you do not agree with them. However, feel free to respond logically and critically in an orderly manner.
- Students are not expected to be doing work on any other subject except what is appropriate in the course outline.
- Students are not to carry on off-topic conversations in class or while they are livestreaming.
- Students are not to access e-mail, take or make phone calls, send or receive text messages, surf the net, etc., while class is in session.
- Students may eat or drink in class if they do not distract others and they clean up their desks.

Academic Integrity & AI Usage

- All work submitted must be your own. Use of generative AI tools (e.g., ChatGPT, Copilot, etc.) is prohibited for all assignments, discussions, and assessments unless explicitly authorized by the instructor.
- Violations of this policy will be treated as academic misconduct under institutional guidelines.

Privacy

- Class sessions may be recorded for educational purposes and shared only with enrolled students. Recordings must not be distributed outside the course.
- Respect the privacy of peers: do not share images, voices, or contributions outside the class environment.

Live Streaming

Attendance & Participation

- This course meets live online at the scheduled times. Attendance and active participation are required.
- Join the session on time; late arrivals disrupt the class and may affect your participation grade.
- Sessions may be recorded for review, but recordings do not replace live attendance.

Technology Requirements

- Ensure you have a reliable internet connection, a device with audio and video capability, and the course platform installed (e.g., Zoom, Teams).
- Test your connection before class.
- Keep your microphone muted unless speaking to reduce background noise.
- Use headphones when possible for better audio quality.

Webcam & Environment

- Unless otherwise instructed, enable your webcam for the duration of the class session.
- Dress in casual but appropriate attire.
- Minimize distractions in your background. Virtual backgrounds are acceptable if professional.

Netiquette

- Be respectful and courteous in all interactions.
- Use the “Raise Hand” feature before speaking; avoid interrupting others.
- Keep chat messages on-topic; avoid ALL CAPS, sarcasm, or humor that could be misinterpreted.
- Stay focused—do not multitask during class.

Communication

- Check your email and the LMS regularly for updates, schedule changes, and supplementary materials.
- Monitor any additional communication channels used for the course.

Absence Policy

General

More than 2 absences may result in a penalty. More than 4 absences will result in a failure of the course.

- 2 absences allow leeway in challenges due to issues such as illness, weather, and power outages. Students are expected to get the information they missed from A2L and peers.
- After 2 absences there will be a 5% penalty for the next absence. However, in special cases such as illness the penalty may be waived.
- 4 absences constitute more than 30% of the course and will result in the failure of the course regardless of the nature of the challenges.

Absence Due to Illness

If you must miss class due to an illness, you must contact me as soon as possible to let me know. Likewise, if I should become ill, I will communicate with you via A2L about how we will make up class sessions. Even if much of the course content will be made available via A2L, it would still be a good idea to have a friend take notes for you, if possible.

Inclement Weather

If on a class meeting day MDC closes due to inclement weather, I reserve the right to move the lessons and, where possible, class activities for the week to A2L (asynchronous format). This will help to ensure that we stay on target in the course

Students who fail to respect these guidelines may lose participation points impacting their grade and/or be dismissed from the class.

Late Assignments lose 2% each day for 7 days, and then 5% a day up to 30%. However, no assignments will be accepted after **11:59 p.m., December 18.**

Bookstore

All required textbooks for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

Academic Honesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

Turnitin is a plagiarism check that will be used in the course as part of our process of evaluating papers. Students are encouraged to run their own plagiarism check on their papers with Turnitin before submission.

A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you "tidy up" your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (<https://sas.mcmaster.ca/>) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term they are enrolled in. This will generate a notification to course instructors outlining the activated accommodations for the student in their course. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations will be implemented once the faculty member has been notified. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- **Student Accessibility Services General Inquiries:** sas@mcmaster.ca
- **Roksana Sobota (SAS Representative for MDC):** sobotar@mcmaster.ca
- **MDC Registrar:** mdcreg@mcmaster.ca

GuardMe Statement

Students at McMaster Divinity College have access to the GuardMe Student Support Program (GMSSP), which offers free, confidential mental health and wellness support 24/7. Through the program, students can connect with counsellors, access helpful tools and resources, and receive support anytime, from anywhere. Support is available by phone (1-844-451-9700) or visit gmssp.org to download the Student Support App.

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses: <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>

Failure to observe appropriate form will result in grade reductions.

Appointments & office hours

Monday 12–2

Tuesday 1–2

Wednesday 11–1

Appointments in person or on zoom can be arranged.

Disclaimer

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day.

COURSE SCHEDULE Biblical Interpretation 2026

DATE	CLASS SESSION
Sept 14	Introduction to course Introduction: Identifying fallacies/Scripture Twisting
Sept 21	Fallacies cont./The goal and activities of interpretation *Specify your choice of journal, exegetical paper or research paper on A2L on Friday, Sept 25
Sept 28	The process of writing an exegetical paper *Bring an example of Scripture Twisting to class written in a paragraph, Sept 28: * Turn in draft of 1st journal entry on A2L Or submit your paper topic or exegetical passage Friday, Oct 2
Oct 5	The process of writing an exegetical paper
Oct 12	MDC Reading Week
Oct 19	Interpreting & applying Narratives/Stories
Oct 26	Interpreting & applying the NT Epistles Each student bring at least 1 example of a letter to class (goal: variety)
Nov 2	Interpreting & applying the Law and Prophecy
Nov 9	Interpreting & applying Poetry Written Papers due 11:59 p.m. Nov 13
Nov 16	The Canon and translations Watch Video on A2L (ETS Conference in Dever) Submit a paragraph description of your project on A2L Nov 20
Nov 23	The History of interpretation Watch Video on A2L (SBL Conference in Denver)
Nov 30	Recent Approaches and Methodologies Watch Video on A2L (SBL Conference in Boston)
Dec 7	Role of the Interpreter
Dec 14	Projects submitted on A2L by 2 p.m. Dec 14 Presentations of projects in class Reading Reports due Dec 18

Select Bibliography

Resource: <https://intertextual.bible/references/title>

Alter, Robert. *The Art of Biblical Narrative*. Revised and Updated. Basic Books, 2011.

Bartholomew, Craig. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids: Baker, 2015.

Bauer, Walter, Frederick W. Danker, William F. Arndt and F. Wilbur Gingrich, eds. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Chicago: University of Chicago Press, 2000.

*Beale, G. K. and D. A. Carson, eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker, 2007.

Blomberg, Craig L. and Jennifer F. Markley, *Handbook of New Testament Exegesis*. Grand Rapids: Baker, 2010.

Bock, Darrell L. and Buist M. Fanning, eds. *Interpreting the New Testament Text*. Wheaton: Crossway, 2006.

Bowens, Lisa M. *African American Readings of Paul: Reception, Resistance and Transformation*. Grand Rapids: Eerdmans, 2010.

Brown, Jeannine. *Scripture as Communication: Introducing Biblical Hermeneutics*. Grand Rapids: Baker, 2007.

Carson, D. A. *Exegetical Fallacies*. Grand Rapids: Baker, 1996.

Chisholm, Jr., Robert B. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Baker, 1998.

Clements, Ronald E. ed. *The World of Ancient Israel: Sociological, Anthropological and Political Perspectives*. Cambridge, 1989.

Cohick, Lynn H. *Women in the World of the Earliest Christians: Illuminating Ancient Ways of Life*. Grand Rapids: Baker, 2009.

Croy, Clayton. *Prima Scriptura: An Introduction to New Testament Interpretation*. Grand Rapids: Baker, 2011.

Dallaire, Hélène M. *Biblical Hebrew: A Living Language*. Second edition.

deSilva, David A. *Introducing the Apocrypha: Message, Content and Significance*. Grand Rapids: Baker, 2018.

- Dockery, David S. and David A. Black, eds. *Interpreting the New Testament*. Nashville: Broadman & Holman, 2001.
- Evans, Craig A. *Ancient Texts for New Testament Studies: A Guide to the Background Literature*. Peabody: Hendrickson, 2005.
- Evans, Craig A. and Stanley E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove: IVP, 2000.
- Ferguson, Everett. *Backgrounds of Early Christianity*. Grand Rapids: Eerdmans, 2003.
- Fokkelman, J.P. *Reading Biblical Narrative: An Introductory Guide*. Westminster John Knox, 1999.
- _____. *Reading Biblical Poetry: An Introductory Guide*. Westminster John Knox, 2001.
- Gorman, Michael J. *Scripture and Its Interpretation: A Global, Ecumenical Introduction to the Bible*. Grand Rapids: Baker, 2017.
- Green, Joel B., ed. *Hearing the New Testament*. Grand Rapids: Eerdmans, 2010.
- Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*. Downers Grove: IVP, 2013.
- Greer, Jonathan S., John W. Hilber, and John H. Walton eds. *Behind the Scenes of the Old Testament: Cultural, Social, and Historical Contexts*. Baker, 2018. A thorough series of 66 short chapters on many aspects of history and society.
- Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid, eds. *Dictionary of Paul and His Letters*. Downers Grove: IVP, 1993.
- Henze, Matthias. *Mind the Gap : How the Jewish Writings between the Old and New Testament Help Us Understand Jesus*. Baltimore, Maryland, Minneapolis [Minnesota]: Project Muse, Fortress Press, 2017.
- Hixson, Elijah and Peter J. Gurry, eds. *Myths and Mistakes in New Testament Textual Criticism*. Downers Grove: IVP. 2019
- Keener, Craig S. *The IVP Biblical Background Commentary: New Testament*. Downers Grove: IVP, 2013.
- _____. *Spirit Hermeneutics. Reading Scripture in Light of Pentecost*. Grand Rapids: Eerdmans, 2016.
- Klein, William W. *Handbook for Personal Bible Study*. Colorado Springs: NavPress, 2008.
- Klein, William W., Craig L. Blomberg and Robert L. Hubbard, Jr. *Introduction to Biblical*

Interpretation. Grand Rapids: Zondervan, 2017.

Koehler, L., and W. Baumgartner et al. (eds.). *The Hebrew and Aramaic Lexicon of the Old Testament*. 3rd ed. 5 vols. Brill, 1994-2001; Study edition, 2 vols. Brill, 2001.

- Köstenberger, Andreas and Richard D. Patterson. *Invitation to Biblical Interpretation*. Nashville: B&H, 2011.
- Lange, Armin and Emanuel Tov, eds. *Textual History of the Hebrew Bible: Volume 1A Overview Articles; Volume 1B Pentateuch, Former and Latter Prophets; Volume 1C Writings*. 3 volumes. Brill, 2016-2017.
- Louw, Johannes P. and Eugene A. Nida. *A Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2 vols. New York: UBS, 1988.
- Martin, Ralph P. and Peter H. Davids, eds. *Dictionary of the Later New Testament and Its Developments*. Downers Grove: IVP, 1998.
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