

Biblical Interpretation

McMaster Divinity College

MTS MDiv: NT/OT 3XI3
(BS/CC/CW)

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Winter 2024
Tuesdays 4:00–5:50 p.m.

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.

Specializations

This course is an elective for specializations in Biblical Studies (BS), Church and Culture (CC), Pastoral Studies (PS) and Christian Worldview (CW).

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.

Church and Culture (CC)

Students taking Biblical Interpretation as a Christ and Culture course will develop the essential skills for addressing the interface of the Bible, the Church and the contemporary world. This course is specifically focused on how to integrate biblical knowledge in a contextualized way. One of the most important skills is to learn how our contemporary culture can interface with the variety of cultures of the Bible and the multi-cultural context of the New Testament.

Christian History and Worldview (CW)

Students taking Biblical Interpretation as a Christian History and Worldview (CW) course will learn the principles of responsible biblical interpretation in their development of a biblical and coherent worldview. Your assignments are crafted specifically to give you tools and opportunities to engage and dialogue with other hermeneutical worldviews, and recognize fallacies. The course will also teach you the impact of role of the interpreter on interpretation (identity and tradition) in reception history, and encourage the role of diversity (global and cultural) in the interpretive process.



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.

Reading (10%)

Read the course texts and the selected Old and New Testament texts, preferably before the in-class sessions.

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.

Christian Worldview & Church and Culture

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.).

Biblical Studies

The texts reflect the multi-faceted discipline of exegesis.

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.).

Pastoral Studies

This text is the standard evangelical text for exegesis in preparation for preaching and teaching.

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

Extra Credit Reading for All Specializations (+5%):

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

Or

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

Reading Report

On **Thursday, April 5 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

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 Friday, 11:59 pm, March 8. Late papers will lose 2% a day for a week, then 5% a day up to 30%.

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 (see

Failure to observe appropriate form will result in grade reductions.

1. Christian Worldview: 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 Tuesday, January 23.

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

- 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 1 good commentary 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 rubric on A2L for grading criteria

2. **Church and Culture: Scripture Twisting Journal or Exegetical Paper (below)**

Each student will write a Scripture Twisting Journal (see above) or a type of exegetical paper which is the traditional seminary assignment for the preparation of a sermon or a Bible Study.

For the Scripture Twisting Journal, see above. For the exegetical paper's 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 form a cohesive unit, of 12–15 verses.
- Detailed instructions ("Steps to Exegesis") will be placed on A2L, as well as discussed in class.

If you choose an exegetical paper (described below), submit your choice of passage to A2L by Friday, 11:59 pm, January 26.

See rubric on A2L for grading criteria

3. **Pastoral Studies: Exegetical Paper**

Each student will write a type of exegetical paper which is the traditional seminary assignment for the preparation of a 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 form 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, January 27.

See rubric on A2L for grading criteria

4. Biblical Studies: Research Paper or Exegetical Paper (above)

For an exegetical paper, see above. 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, January 26.

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 Tuesday, April 2.

Projects submitted after last class will lose a 10% presentation penalty and lose 1 grade level per day.

Utilize the course texts, lectures and the written assignment in your area of specialization 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 by Friday, March 15 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.

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. 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., April 5**, to receive a passing grade.

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 and Online Behavior

Attendance

- Students should be on time to class or be prepared to offer an explanation to the professor.
- Students are expected to stay for the entire class session, unless arranged in advance.
- More than 2 absences may result in a penalty. 4 absences will result in a failure of the course.

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 that which is appropriate in the course outline.
- Students are not to carry on off-topic messages.
- Students are not to access e-mail, 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.

Students who fail to respect these guidelines may lose participation points and/or be dismissed from the class, though I'm not sure how I'll catch you doing it!

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) 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.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

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: NRSV (2021), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

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.

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

Wed: 1–3

Tues: 12–2

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

DATE	CLASS SESSION
Jan 9	Introduction to course Introduction: Identifying fallacies/Scripture Twisting
Jan 16	Fallacies cont./The goal and activities of interpretation
Jan 23	The process of writing an exegetical paper *Bring an example of Scripture Twisting to class written in a paragraph *Specify your choice of journal, exegetical paper or research paper on A2L on Friday, Jan 26: *Christian Worldview: turn in 1st journal entry on A2L <i>Or submit your paper topic or exegetical passage</i>
Jan 30	The process of writing an exegetical paper
Feb 6	Interpreting & applying Narratives/Stories
Feb 13	Interpreting & applying the NT Epistles Bring an example of a letter to class
Feb 20	MDC Reading Week
Feb 27	Interpreting & applying the Law and Prophecy
March 6	Interpreting & applying Poetry Written Papers due 11:59 p.m. March 9
March 13	The Canon and translations Submit a paragraph description of your project on A2L March 16
March 20	The History of interpretation
March 27	Recent approaches/Watch video: "Role of the Interpreter"
April 4	Projects submitted on A2L by 4 p.m. April 4 Presentations of projects in class
April 5	Reading Report submitted on A2L by 11:59 p.m.

Select Bibliography

- 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.
- 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.
- Mathewson, David L. and Elodie Ballantine Emig. *Intermediate Greek Grammar: Syntax for Students of the New Testament*. Grand Rapids: Baker, 2016.
- Mbuvi, Andrew M. *African Biblical Studies: Unmasking Embedded Racism and Colonialism in Biblical Studies*. London: T&T Clark, 2023.
- McKnight, Scot and Nijay K. Gupta, eds. *The State of New Testament Studies*. Grand Rapids: Baker, 2019.
- Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. New York: UBS, 1994.
- Metzger, Bruce M. and Bart D. Ehrman. *The Text of the New Testament: Its Transmission, Corruption, Restoration*. Oxford: OUP, 2005.
- Noonan, Benjamin. *Advances in the Study of Biblical Hebrew and Aramaic: New Insights for Reading the Hebrew Bible*. Zondervan, 2020.
- Osborne, Grant R. *The Hermeneutical Spiral*. Downers Grove: IVP, 2007.
- Overholt, Thomas W. *Cultural Anthropology and the Old Testament. Guides to Biblical Scholarship*. Fortress, 1996.
- Porter, Stanley E. *Idioms of the Greek New Testament*. Sheffield: Sheffield Academic Press, 1992.
- _____. *Linguistic Analysis of the Greek New Testament*. Grand Rapids: Zondervan, 2015.
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Rainey, Anson F. and R. Steven Notley. *The Sacred Bridge. Carta's Atlas of the Biblical World*. Second edition. Carta, 2014. Or more accessible: *Carta's New Century Handbook and Atlas of the Bible*. Carta, 2007.

- Roth, Federico Alfredo, et al. *Reading the Bible Around the World: A Student's Guide to Global Hermeneutics*. Downers Grove: IVP Academic, 2022.
- Runge, Steven E. *Discourse Grammar of the Greek New Testament*. Peabody: Hendrickson, 2010.
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- Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors*. 4th ed. Westminster John Knox, 2009.
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- Tov Emmanuel. *Textual Criticism of the Hebrew Bible*. 3rd edition. Fortress, 2011.
- Vanhoozer, Kevin J. *Is There a Meaning in this Text?* Grand Rapids: Zondervan, 1998.
- Van Der Merwe, Christo H. J., Jackie A. Naudé, and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar*. Sheffield, 1999.
- VanGemeren, Willem A. (ed.). *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. Zondervan, 1997.
- Wallace, Daniel B. *Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 1996.
- Waltke, B.K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Eisenbrauns, 1990.
- Walton, John H. and D. Brent Sandy. *The Lost World of Scripture: Ancient Literary Culture and Biblical Authority*. Downers Grove: IVP, 2013.
- Walton, John, Victor H. Matthews and Mark Chavalas. *The IVP Bible Background Commentary: Old Testament*. Downers Grove: IVP, 2010.
- West, Gerald O. and Musa W. Dube (eds.). *The Bible in Africa: Transactions, Trajectories and Trends*. Brill, 2001.

