

Survey of Romans & Introduction to Biblical Interpretation

Welcome to our class!

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Tonight:

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1. Discuss biblical interpretation.

Survey of Romans & Introduction to Biblical Interpretation

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1. Discuss biblical interpretation.
2. Introduce Romans?

Qualities of a Good Bible Student

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Spiritual Qualities:

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Mental Skills and Attitudes:

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- A good reader

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Genesis 11:1-9 in Chiasmus Form

- A 11:1 The whole earth had a common language and a common vocabulary.
- B 11:2 When the people moved eastward, they found a plain in Shinar and settled there.
- C 11:3 Then they said to one another,
- D “Come, let us make bricks and bake them thoroughly.” (They had brick instead of stone and tar instead of mortar.)
- E 11:4 Then they said, “Come, let us build ourselves
- F a city and a tower with its top in the heavens so that we may make a name for ourselves. Otherwise we will be scattered across the face of the entire earth.”
- G 11:5 But the Lord came down to see
- F' the city and the tower
- E' that the people had started building.
- D' 11:6 And the Lord said, “If as one people all sharing a common language they have begun to do this, then nothing they plan to do will be beyond them. 11:7 Come, let us go down
- C' and confuse their language so they won't be able to understand one another.”
- B' 11:8 So the Lord scattered them from there across the face of the entire earth, and they stopped building the city.
- A' 11:9 That is why its name was called Babel – because there the Lord confused the language of the whole earth, and from there the Lord scattered them across the face of the entire earth.

– NET Bible (New English Translation), slightly adapted.

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Our Relationship to the Bible

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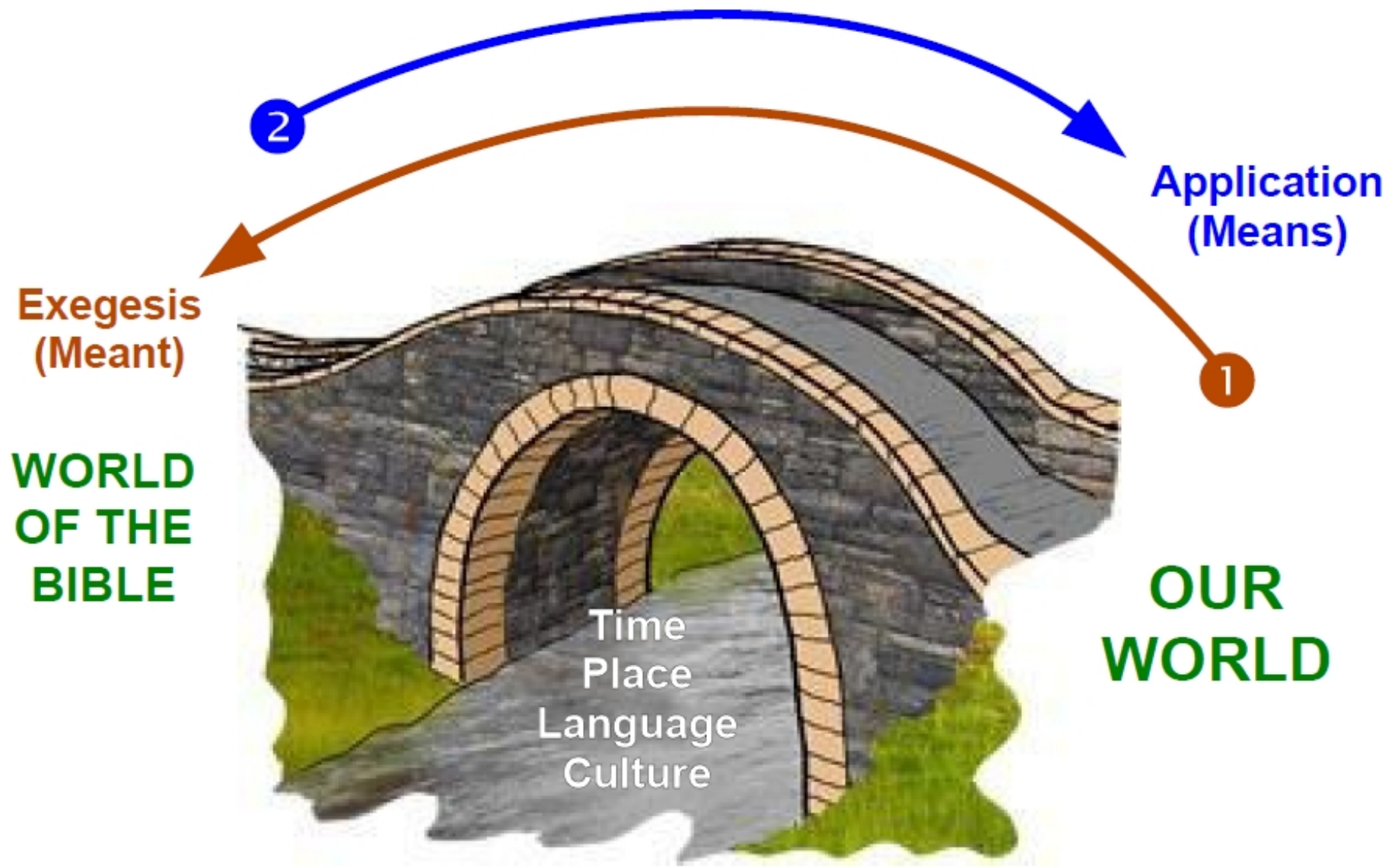
- What parts of the Bible were written to us?

None!

**ALL Scripture was written FOR us,
but NONE was written TO us!**

Steps of Biblical Interpretation

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Steps of Biblical Interpretation

① Exegesis: What the text *meant*

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Key question:

“What was the inspired author's intended meaning for the original audience?”

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2 Application: What the text *means*

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2 Application: What the text *means*

Key Question:

“What does God mean to say through this inspired text to us today?”

Common Biblical Literary Genres

Genre	Some Characteristics	Examples
Law Code	Given to the nation of Israel; must be interpreted and applied in light of Christ's fulfillment of the Law.	Exodus 20-23; 25-40; Leviticus 1-27; Numbers 18-19; Deuteronomy 12-26.
Narrative	Stories and historical accounts; must be read as parts of God's "big story" of the entire Bible; examples must be compared with clear moral teachings.	Much of Genesis-Ezra; the gospels; Acts. (The gospels can be called a separate genre.)
Poetry	Intended to be spoken or sung; full of emotional imagery; must consider who is "speaking" when interpreting.	Psalms, Song of Solomon, much of Job, Proverbs, Ecclesiastes, the prophets.
Wisdom	Proverbs, riddles, admonitions, allegories, dialogues, and poems; must consider who is "speaking"; proverbs are not promises or commands.	Job, Proverbs, Ecclesiastes, parts of Psalms.
Prophecy	Authoritative preaching and prediction; given with a specific audience, time, place, and purpose; must read alongside historical books.	Most of Isaiah-Malachi; Matthew 24 (and parallels).

(Other Ancient Literature)

Whole Bible

Old/New Testament

Other Books/sections of the Same Genre

Other Books by/about the Author

Whole Book

Section of the Book

Paragraph

Sentence

Phrase

Word

**Read Each Word of
the Bible within Its
Literary Context**

Steps of Biblical Interpretation

② Application: What the text *means*

Key Question:

“What does God mean to say through this inspired text to us today?”

On Which Level Should We Apply a NT Teaching?

It is more likely it should be applied at the level of the <u>surface command</u> if...	It is more likely it should be applied at the level of the <u>underlying principle</u> if...
It is already a simple principle. ("Love your neighbor as yourself" Matthew 22:39)	It is a highly-specific application of an underlying principle. ("Let a widow be enrolled if she is not less than sixty years of age" 1 Timothy 5:9)
It is by nature a moral command. ("Men who practice homosexuality... and whatever else is contrary to sound doctrine" 1 Timothy 1:10)	The biblical author specifies that it is only his opinion. (Now as a concession, not a command, I say this. I wish that all were as I myself am" 1 Corinthians 7:6-7)
It was a command of Jesus that the apostles obeyed literally. ("I received from the Lord what I also delivered to you, that the Lord Jesus... took bread" 1 Corinthians 11:23. Also baptism: Matthew 28:19; Acts 2:38)	It is tied to unrepeatable circumstances. ("Let the one who has no sword sell his cloak and buy one, for I tell you that this Scripture must be fulfilled in me " Luke 22:36-37)
It transcends the cultural biases of the 1 st century. ("No longer as a slave" Philemon 1:16)	It is tied to cultural situations not present in our context. ("It is good not to eat meat or drink wine" Rom 14:21)
It was taught and practiced by all the varied NT churches. ("This is my rule in all the churches" 1 Corinthians 7:17)	It was not obeyed universally at the level of surface command in its NT context. ("Paul... took [Timothy] and circumcised him" but "Titus, who was with me, was not forced to be circumcised" Acts 16:3; Galatians 2:3)

The Six-Stage Process of Contextualization

1. Surface meaning.
2. Underlying principle.
3. Original situation.

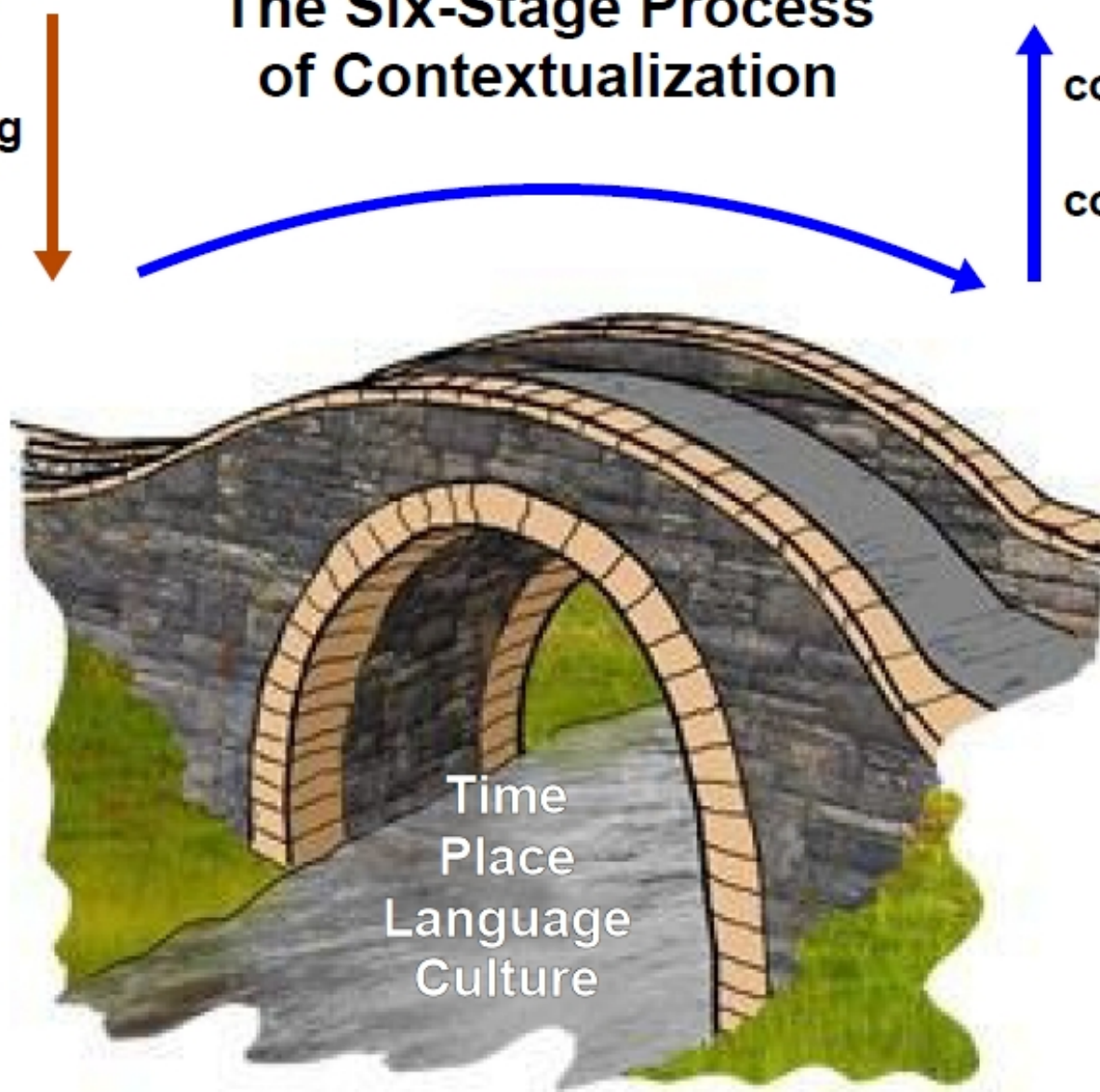
6. Specific contextualization.
5. General contextualization.
4. Parallel situation.

**Exegesis
(Meant)**

**Application
(Means)**

**WORLD
OF THE
BIBLE**

**OUR
WORLD**



Time
Place
Language
Culture