

## **NT-3, Biblical Intertextuality Seminar (Ph.D.)**

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Course web site: <http://academics.bbc.edu:8900/>

### **Course Syllabus**

#### **1. Catalog Description**

The intertextual relationships of Scripture are examined in detail. The use of the earlier canonical writings by later biblical authors, whether in direct quotation, adaptation, allusion, type, or motif, is studied. New Testament uses of the Old Testament are a primary focus, particularly in terms of the theological and hermeneutical significance of such usage. Historical and contemporary discussion regarding these issues is evaluated.

#### **2. Course Objectives**

The student will (be able to):

- Study the literary and theological phenomenon of intertextuality;
- Evaluate and catalog the diversity of ways in which later biblical authors use earlier intra-canonical texts;
- Analyze the hermeneutical significance of the relationship of the Old and New Testaments in terms of continuity and discontinuity;
- Assess the theological implications of intertextual usage;
- Master the most significant literature on the subject written in the last hundred years; and
- Foster research abilities and constructive, scholarly interaction among peers.

#### **3. Major Resource Materials**

Archer, Gleason and G. S. Chirichigno. *Old Testament Quotations in the New Testament: A Complete Survey*. Chicago: Moody Press, 1983. (out of print)

Beale, G. K., ed. *The Right Doctrine from the Wrong Texts? Essays on the Use of the Old Testament in the New*. Grand Rapids: Baker, 1994.

Kaiser, Walter C., Jr. *The Uses of the Old Testament in the New*. Chicago: Moody Press, 1985. (out of print; a reprint edition may be available by Jan. '02)

There are numerous journal articles and books that are required reading for this course. You would be wise to comb the syllabus carefully and track them all down before the session begins. Some are out of print and will need to be obtained from a library, either in your local area or via Inter-Library Loan.

## 4. Requirements & Course Structure

### 4.1. Reading

The student should submit an annotated reading report at the end of the session that includes a *minimum* of 3,000 pages of material (books, articles, journals, etc.) relevant to the course (including any and all reading for the various assignments in this syllabus). Most of this reading is not specifically assigned, but may be selected by the student in conjunction with his own research projects. (The minimum will earn a 90% grade for the reading.) Approximately half of this reading should be done by the end of the internal residency week. A preliminary report of this reading should be submitted no later than Friday of that week (please total the pages; annotations need not be complete at this point—though you'd probably be wise to do them as you read anyway!)

### 4.2. Writing & Related Projects

See the instructions at <http://faculty.bbc.edu/rdecker/phd/gen.htm> regarding the format expected for written papers in the instructor's doctoral courses. Some assignments specify a page minimum, others are open-ended.<sup>1</sup> Specific assignments with their due dates are listed in the schedule below.

### 4.3. Course & Assignment Format

The course is divided into three sequential parts:

- External residency A (six weeks)
- Internal residency (one week)
- External residency B (six weeks)

Requirements for each part of the course are listed in section 7 below along with due dates. In the assignments defined below, relevant resources are sometimes indicated, but all assignments expect that you will do whatever research is necessary to accomplish the task.

Any assignments or posts that run more than a single page of text will be posted on the course web site in Adobe Acrobat .pdf format for all other students to download and read. (The bulletin board system in WebCT works well for shorter posts, but it becomes too clumsy to read and/or write longer, substantive posts. You should do your writing/proofing in your word processor and then paste the results into the bulletin board system. The longer assignments/posts should be submitted to the instructor as an attached file by the time specified; they will be posted as soon thereafter as possible. If you can submit the paper in .pdf format, that is ideal. If not, please submit it in MS Word<sup>2</sup> (preferred) or in .rtf format. Shorter assignments may be posted to

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<sup>1</sup>All page lengths referenced in this syllabus assume a "standard font" (i.e., a serif, text font such as Times New Roman or its many variations) in a standard size (usually 12 point, though 11 or even 10 may be acceptable, depending on the font). Please do not use sans-serif fonts such as Ariel or Helvetica for the text of your papers.

<sup>2</sup>Macintosh: v. 5.1 or newer; Windows, Word 95 or newer.

the bulletin board unless it includes a great deal of Greek and/or Hebrew text,<sup>3</sup> in which case send it to the instructor as an attached file and post a message on the bulletin board to that effect.

#### 4.4. Computer and Software

Fulfillment of course requirements and the necessary WebCT access requires the following minimums:

- Full Internet capability (i.e., more than just email), ideally a broadband connection though a 56K modem is adequate (“free” or cheap Internet service is strongly discouraged [e.g., Juno/NetZero] as are the “mass market” proprietary software ISPs [e.g., AOL, CompuServe, etc.]; get a good quality, dependable ISP),
- Ability to read MS Word documents (Windows Word v. 97 or higher documents; Mac Word 98 or higher docs),
- A current web browser (Windows: IE v. 5.5 or 6.1+ or Netscape v. 4.7+; Mac IE v. 5.x+ or Netscape v. 4.7+; WebCT does not officially support Netscape 6.x, though some students have found it workable),
- Adobe Acrobat Reader v. 5 (min., the full version of Acrobat 5.x + is recommended),
- and Greek and Hebrew fonts (see n. 3 for font details).

## 5. Grading

The final grade is calculated by adding the total points earned and dividing by the total points possible to arrive at a percentage grade. One point on any assignment is worth as much as one point on any other item. Grades that average to a decimal figure of .5 or above will be rounded to the next higher grade when the final semester grade is calculated. The grade scale for this class is as follows:

A = 100–96; B = 95–90; C = 89–80; F = 79 & below.

Reading	200
Weekly interaction	100
Internal residency assignments/papers <sup>4</sup>	400
Major project/paper	<u>300</u>
Total points possible	1,000

<sup>3</sup> Greek and Hebrew fonts *can* be used in the WebCT bulletin board system. To do so will require manually coding the font information in html as follows: `<font face = "Mounce">enter Greek text here</font>`. If you do so, please remember that your fellows must have the same font installed on their system in order to read such text. The Greek fonts that may be used include Mounce, Galilee, and TekniaGreek. For Hebrew, SPEzra is preferred. It is recommended that you install all four of these fonts. (TekniaGreek is the new version of the Mounce font; some key assignments are different, but Mac and Windows versions are now mapped identically and the font is much improved. It is available from <http://www.teknia.com/tekniasoftware/fonts/greek/>). Since Hebrew will likely be required for many of your discussions and papers, you should install SPEzra; it is available from <ftp://rosetta.atla-certr.org/pub/fonts/windows/>.

<sup>4</sup> Assignments are valued as follows: 1 & 2 @ 75; 3 @ 50; 4 @ 100; 5 @ 150 = 400 points total.

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In all assignments in the syllabus, whether reading or writing, the minimum specified, if accomplished with average competence, will usually receive a grade of approximately 90%. Higher grades will therefore require the student to accomplish more than the minimum, both in quantity and in quality.

### • **Late Work Policy**

Assignments submitted after the specified due date will automatically be penalized 15% of the total points possible on the assignment plus 5% per day thereafter (weekends included). Failure to submit an assignment by the last day of the class will result in a zero grade for the missing assignment. Since the structure of the course depends on the weekly assignments during the first phase of the external residency, *none of these assignments will be accepted late*. Failure to meet the deadlines specified for this work not only hurts your grade, but severely hinders the work of your fellows and of the course as a whole. Zero grades will be assigned for any such assignments that are late. If three such assignments are late, an ‘F’ grade will be assigned for the entire course.

## 6. Misc. Notes

### 6.1. Perspective

As a doctoral course it is to be understood that students are not “competing” to see who is best. Rather, view the course as a forum in which a community of scholars is working together to hone their skills to the highest possible level. All interaction, whether written or verbal, is to be constructive and helpful. What can you say that will help your fellows do better? Whether that be something overlooked, to be improved, errors of factual or critical judgment, etc., please adopt a servant mentality (Mark 10:43–45), not that of one who seeks to rise to the top of the “heap” by pushing others down and climbing on them or their mistakes. It is expected that doctoral student’s research will touch some specialized areas in which the instructor has not delved as deeply. Do not expect him to be an authority on every issue that will arise in the course. We are studying and learning together. The instructor knows the terrain and the issues, but the students are expected to master some areas of the topic in much greater depth (in addition to gaining a broad familiarity with the entire subject area).

### 6.2. Taping

Class sessions during the internal residency portion of the course may not be tape recorded, whether taught by the instructor or a doctoral student. (You may tape your own presentations if you so desire.)

### 6.3. Instructor’s books

Please do not ask to borrow books in the instructor’s personal library. The Seminary library is available for that purpose. If it is critically important and the library does not have a copy, order your own copy at the bookstore or avail yourself of Inter-Library Loan.

#### 6.4. Contacting the Instructor

E-mail is preferred (because then I have a record of your request) and you're most likely to get a prompt reply. Otherwise, I usually plan to be in my study all day, Mon.–Fri. (room 123; ext. 9397; direct: 570-585-9397). You may, if necessary call me at home (587-3297) or stop by the house in the evening (307 Layton Rd.: about  $\frac{1}{4}$  mile up the hill from rt. 6 on the left; 3-story, gray house). Unless it is a real emergency, I'd rather you not do either after 9 P.M.

The instructor will be an active participant in the course discussions Mon.–Fri. each week. Students are encouraged to continue the discussion over the weekend, but do not expect input from the instructor during this time.

## 7. Course Format & Schedule

### External Residency Segment A

The discussion during the first external residency section will focus on the essays collected in Beale's *Right Doctrine from the Wrong Texts?* (hereafter cited as *RDWT*) as assigned below. For each week, you should post no later than Tuesday midnight (preferably by Monday midnight) a critical summary of the assigned section, identifying areas of agreement as well as crucial areas in which you disagree with any of the essays.<sup>5</sup> For those disagreements that you identify, you should also justify your objections on the basis of exegetical, theological, or other relevant grounds. Assigned sections will vary considerably in length, but each week's assignment will focus on a particular issue.

Remember that during this time you should be preparing your presentations for the internal residency portion of the course. You should probably plan your work to complete one of these presentations per week, though you will need to spend more time on projects 4 & 5. Due to more assignments due during the internal residency portion of the course, there is less assigned reading during the first six weeks than some other doctoral courses may have.

**Week 1** (Jan 7–13): Beale, *RDWT*, pt. 1 and Kaiser, *UOTN*, intro.

**Week 2** (Jan 14–20): *RDWT*, pt. 2

**Week 3** (Jan 21–27): *RDWT*, pt. 3

**Week 4** (Jan 28–Feb. 3): *RDWT*, pt. 4

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<sup>5</sup> It is assumed that most such summaries will be longer than one page, so remember that these go to the prof as an attached file, *with a note to the bulletin board* as well to serve as your announcements and also to provide a discussion header. Please use care when posting and responding so as to keep responses threaded with the original post. That is, please post to the correct area. There will be forums available for each week's discussion.

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**Week 5** (Feb 4–10): *RDWT*, pt. 5 & 6

**Week 6** (Feb 11–17): *RDWT*, pt. 7

### **Internal Residency Segment** (Feb 25–Mar 1)<sup>6</sup>

The internal residency segment of the course will consist of lectures by the professor, student presentations, discussion, and library research. Each student is to select topics/presentations from the options listed later in the syllabus, one from each section. Details regarding length and format are included with each listing.

During the week you are to read a minimum of 150 pgs. from *It Is Written: Scripture Citing Scripture: Essays in Honour of Barnabas Lindars*, ed. D. A. Carson and H. G. M. Williamson (Cambridge, 1988). Were this still in print (and affordable!) you would read all of it (I'd like for you to read all of it this week, but since your fellows also need to read it, we'll settle for about half of it this week). A few used copies are available on the web, but they are about \$100, so we'll be content with reading from it during the week; it will be on reserve in the Seminary Reading Room.

The class will follow this general schedule:

Monday: 1–5 PM; Tuesday–Friday: 9 AM–noon; 1–4 PM (28 hours of classroom time)

Library: Mon., Tue., Thurs.: 6–10 PM (12 hours directed library research)

(A more detailed schedule for the internal residency will be posted during week 6 which will include specific student assignments and presentations.)

### **External Residency Segment B**

Weeks 7–12 are scheduled as follows: wk 7, Mar 4–10; wk 8, Mar 11–17; wk 9, Mar 18–24; wk 10, Mar 25–31; wk 11, Apr 1–7; wk 12, Apr 8–14.

The second phase of the external residency portion of the course is not structured as tightly as the first phase. During this time you will be applying the material discussed in the first half of the course to a major research project that considers a specific instance of biblical intertextuality (parameters below). You will be expected to devote a minimum of 10 hours per week on your research: at least 8 of these hours are intended for actual research and 2 to summarizing and interacting with the class on that study. (These are minimums; you will probably need to devote considerably more time than this.) You are expected to post a summary of your week's work by 4 PM Friday each week. Include the type of work that you have done, a synopsis of the results, questions regarding material that you are reading, questions regarding specific texts, exegetical issues, etc. After the first week's summaries are posted, you will also be monitored as to your interaction with each of your fellows. Although you carry the primary responsibility for the research, this is intended to be a joint, cooperative effort in which you assist each other in identifying key questions and exegetical issues, finding solutions, etc. Although you need not respond to every item in a fellow's post, you are expected to respond on the list in a substantive

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<sup>6</sup> Note that the Internal Residency is *week 2*, there is no class for NT3 the week of Feb 18–24.

way to *each* of your fellows *each* week. The instructor will monitor this interaction and will interject comments or suggestions as appropriate.

**Assignment parameters:** You may select a topic that fits your interests so long as it qualifies per this paragraph. (Be on the lookout for such a topic during the first phase of the course.) The topic should be discussed with the instructor during the internal residency week: submit a one-page proposal no later than noon Wednesday and schedule an appointment with the instructor to discuss it no later than noon on Friday. During the Friday afternoon session you will have a 10 minute slot to summarize your intended research for the class and briefly interact with them on the topic. The topic must fall into one of the following categories:

- An exegetical treatment of a specific OT text as cited in a later OT text or in the NT (this *may* be the same passage which you presented during the internal residency so long as you do significant additional research and present a definitive discussion of the passages);
- A theological and exegetical discussion of a specific prophecy and its fulfillment (this is to focus on hermeneutical issues, not eschatology), especially if it is a “problem text”;
- A study of the intertextual use of a specific biblical theme (e.g., the exodus) in a specific biblical corpus (e.g., Isaiah);
- A study of a related group of texts that fit one of the categories above (e.g., Pentateuchal prophecies fulfilled in the Pentateuch; prophecies in Samuel/Kings that are fulfilled in the same corpus; the uses of the OT in a specific NT book). Be careful not to get too broad here; narrow your focus so that the topic can be handled in detail in the six weeks you have to do your work.

This paper will be a minimum of 30 pages in length. It should go without saying that you will be expected to interact carefully and thoroughly with the original text/s and do extensive research in the secondary literature. Methodological and philosophical issues raised during the first phase of the course should be reflected in the paper. It is to be submitted by the Friday following the last week of the session (.pdf, Word, or .rtf format) and will be posted on the course web site. You will present and defend this paper before the other doctoral students and the Seminary faculty at the Interdisciplinary Seminar next fall. You may revise and expand the paper before that presentation, but the grade for this course will be based on the work you submit during this session.

**Due dates** (by Tue. midnight in each instance):

Week 8, Broad outline of where you *think* the paper is going (post on course bulletin board)

Week 10, Detailed outline of how you *are* going to develop your paper\*

Week 12, Rough draft of entire paper\*

(Send these assignments to prof as attached file for posting on course web site.)

Final paper is due the Friday following the end of the course (= Apr 19). This should be both a printed copy that is mailed *and* an electronic copy that can be posted for your fellows.

## 8. External Residency A Assignments

Each student is to select one topic from *each* section below for presentation during the internal residency. Only one student per topic. Submit your assignment requests to the professor via email no later than the Friday of first week of class. You may submit requests any time after you receive the syllabus; you do not need to wait until the class begins.

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Most of these assignments are not intended to be fully written, thesis-style formatted papers (#5 is a formal research paper). Within the guidelines below, you may select any mode of presentation that you decide is appropriate to the assignment. **Note:** At least one of these presentations must use some form of video projection presentation, whether PowerPoint or some other technology.

### Section 1: Introductory Issues

Handouts should be provided. You will have approximately one hour for your presentation.

- Intertextuality in Roland Barthes (see the summary of his work at <http://web.uvic.ca/~ckeep/hf10278.html>).<sup>7</sup> In what ways, if any, is the term and the underlying philosophy (i.e., as defined by Barthes) usable in biblical studies? (Two separate questions.) Note that this is a “secular” approach to intertextuality.
- Use of the OT in the OT (!). You might want to limit this to something like: possible intertextual references *within* the OT historical books of Samuel, Kings, and Chronicles, etc. (Check with the prof for approval on how you intend to develop this topic. One section of *It Is Written*, ed. Carson [see above] is devoted to this topic.)
- Fulfillment of Pentateuchal prophecies with the Pentateuch
- Quotation formulas in Matthew (including the use of πληρώ)
- Summary of the debate re. Gundry’s view of midrash in Matthew

### Section 2: Issues

This section addresses particular *issues* that are raised in the discussion of intertextuality. Handouts should be provided. You will have approximately one hour for your presentation.

- Sensus Plenior: A Survey of Various Approaches (For reference: William Sanford LaSor, “The *Sensus Plenior* and Biblical Interpretation,” in *Scripture, Tradition, and Interpretation: Essays Presented to Everett F. Harrison*, ed. W. W. Gasque and W. S. LaSor, 260–77 (Grand Rapids: Eerdmans, 1978); and Douglas J. Moo, “The Problem of *Sensus Plenior*,” in *Hermeneutics, Authority, and Canon*, ed. D. A. Carson and J. D. Woodbridge, 175–212 (Grand Rapids: Zondervan, 1986); Rudolph Bierberg, “Does Sacred Scripture Have a *Sensus Plenior*?” *CBQ* 10 (1948): 182–95; Raymond E. Brown, “The History and Development of the Theory of a *Sensus Plenior*.” *CBQ* 15 (1953): 141–62; idem., “The *Sensus Plenior* in the Last Ten Years.” *CBQ* 25 (1963): 262–85; Douglas A. Oss, “Canon as Context: The Function of *Sensus Plenior* in Evangelical Hermeneutics,” *GTJ* 9 (1988): 105–27. There are many, many additional sources on the subject.)

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<sup>7</sup>In the URL above, the file name at the end uses the letter *l*, not the number 1 (i.e., [/hf10278.html](http://web.uvic.ca/~ckeep/hf10278.html)).

- Authorial Intent: A Survey of the Debate  
You'll need to do some digging on your own here. One side is represented by E. D. Hirsch, Jr., Walter Kaiser, etc.; another by Wimsatt, Phil Payne, etc. Your presentation here needs to present the scope of the various attitudes towards this problem, the key players in the discussion, the issues involved, and their significance for biblical interpretation (and intertextuality in particular). You need not argue a particular position (though you may).
- Typology  
(The following works must be included in your discussion: Davidson, Richard M. *Typology in Scripture: A Study of Hermeneutical τύπος Structures*. Andrews Univ. Seminary Doctoral Dissertation Series, 2. (Berrien Springs, MI: Andrews Univ., 1981); and Leonhard Goppelt, *Typos: Die typologische Deutung des Alten Testaments im Neuen*, Ph.D. diss., Univ. of Erlangen, 1939; reprint, Darmstadt: Wissenschaftlichen Buchgesellschaft, 1965.<sup>8</sup> (You may find the following article helpful to provide some perspective on this topic: W. E. Glenny, "Typology: A Summary of the Present Evangelical Discussion," *JETS* 40 [1997]: 627–38.)
- Midrash & Peshar  
What is it? How is/was it used? What is its significance to the intertextuality debate? How have various evangelical scholars employed it? (Start with the articles in ABD and extend your bibliographical research from there.)

### Section 3: Book Reviews

Prepare a critical book review of one of the following books for presentation during the internal residency. Provide a complete copy of your review. You will have approximately a half hour for the presentation. (\* = A recent book that I would be very interested in having someone review.)

- R. T. France  
*Jesus and the Old Testament* (Downers Grove, IL: IVP, 1971), the published edition of his "Jesus and the Old Testament: His Application of Old Testament Passages to Himself and His Mission" (Ph.D. diss., Univ. of Bristol, 1966).
- Richard N. Longenecker  
*Biblical Exegesis in the Apostolic Period* (Grand Rapids: Eerdmans, 1975). (The following article by Longenecker may also be helpful to you: "Can We Reproduce the Exegesis of the New Testament?" *Tyndale Bulletin* 21 [1970]: 3–38.)
- Rikki E. Watts\*  
*Isaiah's New Exodus in Mark*. Wissenschaftliche Untersuchungen zum Neuen Testament, 2d series, v. 88. Tübingen: Mohr (Siebeck), 1997. Reprint. Biblical Studies Library. Grand Rapids: Baker, 2000. (Originally a Ph.D. diss., Cambridge, 1990.)

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<sup>8</sup>English: *Typos: The Typological Interpretation of the Old Testament in the New*, trans. D. Madvig (Grand Rapids: Eerdmans, 1982).

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- Darrell L. Bock  
*Proclamation from Prophecy and Pattern: Lucan Old Testament Christology*. JSNTSupp, 12. Sheffield: JSOT Press, 1987. (Originally a Ph.D. diss., Univ. of Aberdeen, 1982.)
- Richard B. Hays  
*Echoes of Scripture in the Letters of Paul*. New Haven, CT: Yale Univ. Press, 1989.

#### Section 4: Representative Passages

A preliminary investigation of the following specific instances of NT citations of the OT. This is not intended to be a completed, comprehensive treatment of these texts. Rather you are to present an exegetical summary of each text in its context, suggest the particular hermeneutical and theological issues raised by the NT's use of this OT text, and survey previous study of these texts. Handouts should be provided. You will probably have an hour and a half for your presentation.

- Exod. 34 in 2 Cor. 3
- Lev. 26 and 2 Sam. 7:14 in 2 Cor. 6
- Deut. 30:12–14 in Rom. 10
- Ps. 2:1–2 in Acts 4
- Ps. 16 in Acts 2
- Ps. 40:6–8 in Heb. 10
- Ps. 95 in Heb. 3–4
- Amos 9 in Acts 15
- Mal. 4:4–5 in John 1 et al

#### Section 5: Key Scholars

Each student will prepare and present a detailed, critical analysis paper of the approach to intertextuality by one of the key scholars listed below. In each case, you are to master the material listed *plus any additional material that is relevant*. Write a 10 page (minimum) paper that analyzes the argument and method of each writer or subject and also interacts with it critically to identify strengths, weaknesses, theological implications, etc. If more than one work is assigned by different authors, you may need to devote separate sections to each. If you have multiple works by the same author, study them chronologically and trace any development or change in the author's position. This paper will be presented/read in a formal "ETS format" and will be followed by a discussion/question time (that you will lead). About two hours will be scheduled for the presentation. A printed copy of the paper is to be distributed to all students in the class *at the first session* of the internal residency week. (Note that this is to be the most technical and fully developed of the internal residency assignments.)

- E. Earle Ellis  
*The Old Testament in Early Christianity* (Grand Rapids: Baker, 1992); *Paul's Use of the Old Testament* (1957, reprint, Grand Rapids: Baker, 1981); *Prophecy and Hermeneutic in Early Christianity* (Grand Rapids: Eerdmans, 1978; 2d ed., 1993); "How the NT Uses the

Old,” in *NT Interpretation*, ed. I. Howard Marshall, 199–219 (Grand Rapids: Eerdmans, 1977).

- E. D. Hirsch, Jr.  
*Validity in Interpretation* (New Haven, CT: Yale Univ. Press, 1967); *Aims of Interpretation* (Chicago: Univ. of Chicago Press, 1976) you will also want to interact with other of Hirsch’s writings, including his later articles: “Meaning and Significance Reinterpreted,” *Critical Inquiry* 11 (1984): 202–25; “Transhistorical Intentions and the Persistence of Allegory,” *New Literary History* 25 (1994): 549–67. Also see Dale Leschert, “A Change of Meaning, Not a Change of Mind: The Clarification of a Suspected Defection in the Hermeneutical Theory of E. D. Hirsch, Jr.” *JETS* 35 (1992): 183–87, and Jon Pratt, “The Contribution of E. D. Hirsch, Jr. to Evangelical Hermeneutics,” unpublished doctoral seminar paper at DTS.
- W. Edward Glenny  
 “The Divine Meaning of Scripture: Explanations and Limitations,” *JETS* 38.4 (1995): 481–500; “The Israelite Imagery of 1 Peter 2,” in *Dispensationalism, Israel and the Church: The Search for Definition*, ed. Craig A. Blaising and Darrell L. Bock, 156–87 (Grand Rapids: Zondervan, 1992); “Typology: A Summary of the Present Evangelical Discussion,” *JETS* 40 (1997): 627–38; “Typology and Biblical Theology: A Proposal and Case Study,” paper presented to the ETS Biblical Theology Study Group, Orlando, FL, Nov. 1998); “Dispensational Hermeneutics: A Proposal,” paper presented to the Dispensational Study Group, Orlando, FL, Nov. 1998).
- Walter C. Kaiser, Jr.  
*The Uses of the Old Testament in the New* (Chicago: Moody Press, 1985); “The Author’s Assertions as the Basis for Biblical Hermeneutics,” paper presented at ETS, Wheaton, IL, 18 Nov. 1994); “The Fallacy of Equating Meaning with Reader’s Understanding,” *Trinity Journal* 6 OS (1977): 190–93; “Hermeneutics and the Theological Task,” *Trinity Journal* 12 (1991): 3–14; “Legitimate Hermeneutics,” in *Inerrancy*, ed. Norman Geisler, 117–50 (Grand Rapids: Zondervan, 1979); “Response to ‘Author’s Intention and Biblical Interpretation,’” in *Hermeneutics, Inerrancy and the Bible*, ed. Earl D. Radmacher and Robert D. Preus, 439–48 (Grand Rapids: Zondervan, 1984); “The Single Intent of Scripture,” in *Evangelical Roots: A Tribute to Wilbur Smith*, ed. Kenneth Kantzer, 123–41 (Nashville: Nelson, 1978).
- Johnson, Elliott E.  
 “Author’s Intention and Biblical Interpretation,” in *Hermeneutics, Inerrancy and the Bible*, ed. Earl D. Radmacher and Robert D. Preus, 407–30 (Grand Rapids: Zondervan, 1984); “Dual Authorship and the Single Intended Meaning of Scripture,” *BibSac* 143 (1986): 218–27; “Hermeneutical Principles and Psalm 110,” *BibSac* 149 (1992): 428–37; “Hermeneutics and Dispensationalism,” in *Walvoord: A Tribute*, ed. D. Campbell, 239–56 (Chicago: Moody Press, 1982); “Premillennialism Introduced: Hermeneutics,” ch. 1 of *A Case for Premillennialism: A New Consensus*, ed. D. Campbell and J. Townsend, 15–34 (Chicago: Moody Press, 1992); “What I Mean by Historical-Grammatical

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Interpretation and How That Differs from Spiritual Interpretation,” *GTJ* 11 (1990): 157–70; and *Expository Hermeneutics*, pp. 7–69, 177–86 (Grand Rapids: Zondervan, 1990).

## 9. Bibliography

A bibliography for the course is posted at:

<<http://faculty.bbc.edu/rdecker/phd/intertex.htm>>

You can find additional bibliography on the subject in the following places:

Robert Sivigny, “The Use of the Old Testament in the New: A Selected Annotated Bibliography,” *The Christian Librarian* 34.1 (1990): 11–16. (You can access this at the BBC/S library.)

There is also an extensive bibliography in Kaiser’s *The Uses of the Old Testament in the New*, 237–53 (categorized by Bible book).