

Dr. Robert B. Chisholm, Jr.
Email: bchisholm@dts.edu
Dr. Gordon Johnston
Email: gjohnston@dts.edu

OT 5103C Hebrew Exegesis & OTI I
Fall Semester 2020 (3 hours)
Tuesday/Thursday 1:00-2:15 pm
Online Video Conferencing

OT 5103-C HEBREW EXEGESIS AND OLD TESTAMENT INTRODUCTION I

COURSE DESCRIPTION

An introduction to the exegesis of Hebrew narrative, including an introduction to textual criticism and to the basic tools and methods of lexical analysis, as well as a review of Hebrew morphology and syntax in conjunction with translation of the Book of Ruth. The course will also include a survey of the historical, cultural, literary, and theological backgrounds of the Old Testament and an introduction to various forms of Old Testament criticism.

COURSE OBJECTIVES

Cognitive Objectives. In addition to reviewing matters introduced in OT102, this course is designed to introduce you to an exegetical process for interpreting Old Testament narrative literature. For a more detailed discussion of the significance of this portion of the course, see Chisholm, *From Exegesis to Exposition*, pp. 7-12 (see Course Textbooks: Required Texts below). The course will also introduce the student to the historical, cultural, literary, and theological background of the Old Testament.

Affective Objectives. Beyond the cognitive goals, we hope you will (1) gain greater facility and confidence in reading and analyzing biblical Hebrew, (2) gain a greater appreciation for the importance of doing exegesis in the original text of Scripture, (3) gain confidence in your ability to think through interpretive issues, and (4) gain appreciation for the importance of understanding the backgrounds of the Old Testament as a foundation for interpretation.

COURSE TEXTBOOKS

Required Texts—Old Testament in the Public Square: Choose Two of Four (400 pages total reading)

- Ralph K. Hawkins, *How Israel Became A People*. Second Edition. Grand Rapids: Abingdon Press, 2013. [211 pages]
- James K. Hoffmeier, *Israel in Egypt: The Evidence for the Authenticity of the Exodus Tradition*. Oxford University Press, 1999 [227 pages]. eBook: <https://web-a-ebcohost-com.dts.idm.oclc.org/ehost/detail?sid=b840bccc-8b4b-401a-b512-b9a9b51fed9a@sdc-v-sessmgr03&vid=0&format=EB&rid=1#AN=23654&db=nlebk>
- Alan Millard and Donald Wiseman, eds., *Essays on the Patriarchal Narratives*. InterVarsity Press, 1980 [197 pages]. For electronic version, click: <https://biblicalstudies.org.uk/ejn.html>
- Kenneth A. Kitchen, *On the Reliability of the Old Testament* (Grand Rapids: Eerdmans, 2003) [400+ pages]

Required Texts—Hebrew Exegesis

- Brotzman, Ellis R. *Old Testament Textual Criticism*. Grand Rapids: Baker, 1994.
- Chisholm, Robert. *A Commentary on Ruth*. (posted on course website)
- Chisholm, Robert. *Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids: Kregel, 2006.

Electronic Tools on Logos: Hebrew Exegesis

- Elliger, K. and W. Rudolph. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1983
- Koehler, L. and W. Baumgartner, eds. *Hebrew and Aramaic Lexicon of the Old Testament*. Translated and edited by M. Richardson. 2 vols. Leiden: Brill, 2001.

COURSE REQUIREMENTS

Course Requirements: Old Testament in Public Square (35%)

1. Out-Of-Class Viewing of Online Video (2.5%)

By the end of the first week of the semester, you must view the PBS/NOVA video, “The Bible’s Buried Secrets.” You may view it on the NOVA website (<https://www.pbs.org/wgbh/nova/bible/program.html>) or YouTube (<https://www.youtube.com/watch?v=VMeWaYIzfx4>) or you may purchase/download it for \$1.99 on iTunes. Please allow two (2) hours to watch the entire video. Note: The NOVA website divides the video into 13 short segments, while YouTube and iTunes provides the entire video in one uncut version.

This video presents the current mainstream (non-conservative) approach to the origin of ancient Israel, the origin of ancient Israelite monotheism and the origin of the Hebrew Scriptures. The video is very critical and dismissive of conservative approaches to these three issues. So while it does not present the approach which evangelicals adopt, it is important that conservatives understand the consensus non-conservative approach. Our goal in watching this video is to enable you to understand the typical mainstream approach so that you will be prepared and equipped to engage these kinds of issues in public square discussions.

By the end of the first week of the semester, you must click the “Video Viewing Report” on Canvas (you will find this in the Assignments page in the course folder) to report whether or not you have watched the video. Completion of this assignment will count 2.5% of the final course grade. *Failure to watch the video will result in a deduction of one-full letter grade (from A to B) of the Old Testament in Public Square portion of the course.*

2. Reading Assignments (12.5%)

Each student must read two (2) of the three (3) options for course textbooks for this portion of the course for a total of 400 pages. You may choose two of the three options listed below

- a) Ralph Hawkins, *How Israel Became A People* (Grand Rapids: Abingdon Press, 2013)
- b) James Hoffmeier, *Israel in Egypt: The Evidence for the Authenticity of the Exodus Tradition* (Oxford University Press, 1999). For eBook version, log onto WorldCat (= Library Catalogue) and insert the following link into your browser: : <https://web-a-ebcsohost-com.dts.idm.oclc.org/ehost/detail?sid=b840bccc-8b4b-401a-b512-b9a9b51fed9a@sdv-sessmgr03&vid=0&format=EB&rid=1#AN=23654&db=nlebk>; or
- c) Alan Millard and Donald Wiseman, eds., *Essays on the Patriarchal Narratives* (InterVarsity Press, 1980). For electronic online version, click: <https://biblicalstudies.org.uk/ejn.html>

Note: The student may also complete the course reading assignment by reading the the single (1) course textbook below which is 400+ pages total. If you choose to read Kitchen, your will not be required to complete any readings in either of the three textbooks above.

- d) Kenneth A. Kitchen, *On the Reliability of the Old Testament* (Grand Rapids: Eerdmans, 2003).

Following my philosophy of reading rates and reading comprehension (see above), I am asking you to read these two books at the “learning” rate (level #4), which is about 30 pages per hour (1 page every 2 minutes). Please budget 6.25 hours to read each book and 12.5 hours total to read the two books. Since I am asking you to devote 12.5 hours total to careful and thoughtful reading, completion of the reading assignment will count 12.5% of the final course grade. Please submit a reading report at the end of the semester on Canvas.

3. Old Testament in Public Square Paper (20%)

Each student will research/write a course paper designed to refute/respond to the mainstream approach presented in the PBS/NOVA video, “The Bible’s Buried Secrets” (see above). Plan to devote 20 hours to the research/writing of this paper. This paper will count a total of 20% of your final course grade.

The student should evaluate/critique the overall meta-narrative of the mainstream approach as a whole as well as one (1) selected, specific issue presented in the video. For a basic summary critique/evaluation of this approach, see <https://www.apologeticspress.org/apcontent.aspx?category=13&article=2753>. Keep in mind that this paper is not to be framed as an apologetics exercise, but as a rigorous research paper dealing with issues related to historicity and authenticity of the Old Testament (but more than a theological defense of inspiration/inerrancy from a faith-based presupposition). The student should seek to emulate the approach modeled in the course textbooks and in the professor’s presentations/lectures. You should frame your paper as an intellectually credible response to the mainstream approach that you would be able to give to a layperson or college student who is seeking help in thinking through the issues.

Your paper must be 10-12 pages in length (double-spaced, 12 point font) following Turabian style. The paper should be well researched, carefully written and meticulously edited. You may begin your research by drawing upon the discussions in the required course textbooks (Hawkins, Hoffmeier, Millard and Wiseman) for this portion of the course. But your paper must go beyond the course textbooks by interacting with a minimum of 5-6 peer reviewed scholarly publications (e.g., journal articles, monographs, scholarly books, dissertations). You are encouraged to follow the bibliographic trail of the scholarly sources cited in the footnotes/endnotes of the three required course textbooks to help you find helpful academic sources for your research paper. I encourage you to access these bibliographic research databases and scholarly archives:

- *Recommended Scholarly Archives Available through the Electronic Databases of the DTS Library:*
 - JSTOR
 - Old Testament Abstracts (via EBSCO)
 - ProQuest Dissertations & Theses Global
- *Recommended Scholarly Archives Available on the Internet:*
 - www.academia.edu
 - www.scholar.google.com

Course Requirements: Hebrew Proficiency Exam (Pass/Fail)

- By September 29, students will take an online proficiency exam to review OT101-102 material. The proficiency exam will be posted on Canvas. It will have a time limit of 45 minutes. The exam will consist of three parts: (1) reproducing the following verb forms in Hebrew: any of the forms from the paradigms of the regular (**dqp** or **lfq**) Qal perfect, Qal imperfect and Qal infinitive construct; (2) parsing of selected verses in Jonah (from chapters 1, 3, 4); and (3) translation from two verses from Jonah (chapters 1, 3, 4).

- If you score 86 or above, your final grade will be raised by (a) two points for a grade in the A range (94-100) or (b) one point for a grade in the B range (86-93). Failure to complete this exam will result in the course grade being lowered by one letter grade. If you fail to score 70% on this exam, your final grade will be lowered by one letter grade, unless you meet with a department tutor at least four hours and then pass a retake exam.

Course Requirements: Hebrew Exegesis Portion of Course (65%)

1. Reading Assignments (Pass/Fail)

You are to complete the reading assignments in accordance with the Course Lectures and Assignments Schedule below. All assignments must be completed by the beginning of the class period they are due. You must report your reading progress to the professor at the end of each week (on Friday) via the reading report form distributed at the beginning of the semester. You must complete 90% of the reading to qualify for an A, 80% to qualify for a B, and 70% to qualify for a C.

2. Written Assignments (15%)

Each student must complete the following written assignments:

- For the Ruth assignments, you must do (a) 50% of the questions for step two and (b) step three in its entirety. You need not do steps one and four. Please check your answers for step two with the answers provided in the teacher's guide in the workbook and note errors and corrections in red pen. Though these assignments will not receive a numerical grade, it is important that you do them properly in order to master the material and to prepare for the exams. For each assignment that is incomplete (less than 50% of answers completed for step two and/or step three omitted or incomplete), your final grade will be reduced by one numerical/percentage point.
- You must complete a text-critical assignment (see the supplemental handout for instructions). This assignment will count 15% of the final course grade. Please see course schedule for the due date for the text-critical assignment.

3. Exams on Ruth (50%)

There will be two exams over the Book of Ruth, covering the material in the workbook on Ruth and in Brotzman's discussion of the text-critical apparatus of Ruth.

The first exam will cover Ruth 1-2 and count 25% of the course grade. This exam will require translation of selected passages with accompanying parsing, syntax, and text-critical questions. You may use the Ruth glossary from the workbook, parsing guides, *From Exegesis to Exposition*, and Brotzman, pp. 104-05, 172-92.

The second exam will cover Ruth 3-4 and count 25% of the course grade. This exam will require translation of selected passages with accompanying parsing, syntax, and text-critical questions. You may use the Ruth glossary from the workbook, parsing guides, *From Exegesis to Exposition*, and Brotzman, pp. 104-05, 172-92.

GRADE SCALE

A+ 99-100	A 96-98	A- 94-95	B+ 91-93	B 88-90	B- 86-87
C+ 83-85	C 80-82	C- 78-79	D+ 75-77	D 72-74	D- 70-71 F 0-69

COURSE REQUIREMENTS FOR GRADING

- | | |
|---|-------|
| 1. Old Testament in Public Square: 1 credit (35%) | |
| • NOVA Video, “Bible’s Buried Secrets” | 2.5% |
| • Course Textbook Reading | 12.5% |
| • Old Testament in Public Square Paper | 20% |
| 2. Hebrew Exegesis Portion of Course: 2 credits (65%) | |
| • Textual Criticism Assignment | 15% |
| • Exam on Ruth 1-2 | 25% |
| • Exam on Ruth 3-4 | 25% |

ADDITIONAL REQUIREMENTS FOR STAGE ONE PHD STUDENTS

Stage One Ph.D. students will read an additional 20 chapters in Hebrew narrative. Please contact Dr. Chisholm to arrange details.

SUPPLEMENTAL INFORMATION

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

COURSE POLICIES

Be aware of the seminary’s policy regarding plagiarism (see the latest edition of the Student Handbook). If you need further clarification on what constitutes plagiarism, please see me privately. Note carefully that plagiarism is not just quoting someone without giving credit; it can also take the form of stealing another’s **ideas** without giving them their due.

You may **not** consult with other students or look at their work when doing the assignments. Something can be said for the benefits of teamwork, but in a ministry context, which we are attempting to simulate, you will rarely have the opportunity to consult with others when studying for your next sermon or lesson. You must develop a certain degree of independence in your research and work. However, you may consult commentaries and other published works when doing the assignments, except for sources specifically prohibited for certain assignments. It should go without saying that you may not consult the work of students who have already had the course.

When doing the various assignments remember this is graduate school. All questions should be answered in complete sentences (not with a mere “yes” or “no”) and **every assertion must be supported (even if the question does not specifically say “explain”)**. Some questions are supplemented by leading questions that are designed to help you answer the main question. However, this is not always the case. In other instances you will need to use logic and common sense to determine what steps are necessary to solve a problem.

Classes where we are scheduled to go over written assignments may **not** be recorded, with the exception of the workbook assignments on Ruth.

CLASS PARTICIPATION

Students are encouraged to participate in the class discussion. However, try to make your questions/comments concise and to the point. Please do not use valuable class time with questions/comments that are not directly applicable to the issue being discussed. If I interrupt you at times, please do not be personally offended. I have an obligation to make the best use of the class time available to us.

LATE ASSIGNMENTS

All assignments should be handed in by the **beginning** of the class session for which they are due. If a paper is handed in late, it will be penalized one full grade increment (for example, B+ to C+) for each day it is late. If the paper is completed by class time, you may email it to the professor prior to the beginning of class, in which case it will be considered on time.

ABSENCES

Four unexcused absences are allowed without penalty. Each unexcused absence beyond this number will result in a reduction of the final grade in accordance with the student handbook policy. If a prolonged illness keeps you from attending class, or work and ministry responsibilities conflict with the scheduling of this course, you should drop the course and take it at a more convenient time. You will be charged with an absence for every three classes you are late. You are officially late if you enter the classroom five or more minutes after the class officially begins.

OT 5103B COURSE SCHEDULE (Fall Semester 2020)
COURSE LECTURES AND ASSIGNMENTS SCHEDULE

Part One: the Old Testament in the Public Square (Classes 1-10)

Prior to Class 1 **VIEW** *"The Bible's Buried Secrets"* (allow 1 hour 51 minutes)
<https://www.youtube.com/watch?v=VMeWaYIzfx4>

<u>Class</u>	<u>Date</u>	<u>Class Discussion and Assignment(s) due</u>
1	Tu 8/25	OTI 1: Historicity/Hermeneutics of OT Presentation of Patriarchs/Patriarchal Period DUE Video Viewing Report: "The Bible's Buried Secrets"
2	Th 8/27	OTI 2: Historicity/Hermeneutics of OT Presentation of Origin of Israelite Monotheism
3	Tu 9/1	OTI 3: Historicity/Hermeneutics of OT Presentation of Israelites in Egypt
4	Th 9/3	OTI 4: Historicity/Hermeneutics of OT Presentation of Exodus from Egypt DUE Reading Report: Old Testament in Public Square Textbook #1 (200 pages)
5	Tu 9/8	OTI 5: Historicity/Hermeneutics of OT Presentation of Conquest of Canaan
6	Th 9/10	OTI 6: Historicity/Hermeneutics of OT Presentation of Early Settlement
7	Tu 9/15	OTI 7: Historicity/Hermeneutics of OT Presentation of United Monarchy DUE Reading Report: Old Testament in Public Square Textbook #2 (200 pages)
8	Th 9/17	OTI 8: Historicity/Hermeneutics of OT Presentation of Divided Monarchy: Part 1
9	Tu 9/22	OTI 9: Historicity/Hermeneutics of OT Presentation of Divided Monarchy: Part 2
10	Th 9/24	OTI 10: Historicity/Hermeneutics of OT Presentation of Exilic/Post Exilic Period DUE Old Testament in Public Square Paper (Upload to Canvas)

Part Two: the Old Testament in the Christian Church (Classes 11-29)

<u>Class</u>	<u>Date</u>	<u>Class discussion and Assignment(s) due</u>
11	Tu 9/29	BH 1: Interpreting Hebrew Narrative DUE Online Hebrew Proficiency Exam (30-minute time limit)
12	Th 10/1	BH2: Interpreting Hebrew Narrative (continued) READ Brotzman, <i>Old Testament Textual Criticism</i> , 1-116
13	Tu 10/6	BH3: Interpreting Hebrew Narrative (con't) Intro to Textual Criticism READ Brotzman, <i>Old Testament Textual Criticism</i> , 117-141

- 14 Th 10/8 BH 4: Ruth 1:1-6
DUE [Workbook steps 2-3 for Ruth 1:1-6](#)
READ Chisholm, *Workbook*, 9-12, 15-17; Chisholm, *Ruth* 1-35, 36-38 (notes on 1:1-6), 40-53; Brotzman, Textual Commentary on 1:1-6
- 15 Tu 10/13 BH 5: Intro to Textual Criticism (con't)
- 16 Th 10/15 BH 6: Ruth 1:7-14
DUE [Workbook steps 2-3 for Ruth 1:7-14](#)
READ Chisholm, *Ruth*, 38-39 (notes on 1:7-14), 53-58; Brotzman, Textual Commentary on 1:7-14
- 17 Tu 10/20 BH7: Intro to Textual Criticism (con't)
DUE [Textual Criticism Assignment](#)
- 18 Th 10/22 BH 8: Ruth 1:15-22
DUE [Workbook steps 2-3 for Ruth 1:15-22](#)
READ Chisholm, *Ruth*, 39-40 (notes on 1:15-22), 58-71; Brotzman, Textual Commentary on 1:15-22
- 19 Tu 10/27 BH 9: Ruth 2:1-7
DUE [Workbook steps 2-3 for Ruth 2:1-7](#)
READ Chisholm, *Ruth*, 71-72 (notes on 2:1-7), 76-81; Brotzman, Textual Commentary on 2:1-7
- 20 Th 10/29 BH 10: Ruth 2:8-17a
DUE [Workbook steps 2-3 for Ruth 2:8-17a](#)
READ Chisholm, *Ruth*, 72-74 (notes on 2:8-17a), 81-85; Brotzman, Textual Commentary on 2:8-17a
- 21 Tu 11/3 BH 11: Ruth 2:17b-23
DUE [Workbook steps 2-3 for Ruth 2:17b-23](#)
READ Chisholm, *Ruth*, 74-75 (notes on 2:17b-23), 85-95; Brotzman, Textual Commentary on 2:17b-23
- 22 Th 11/5 BH 12: **EXAM Ruth 1-2**
- 23 Tu 11/10 BH 13: Ruth 3:1-6
DUE [Workbook steps 2-3 for Ruth 3:1-6](#)
READ Chisholm, *Ruth*, 95-96 (notes on 3:1-6), 99-104; Brotzman, Textual Commentary on 3:1-6
- 24 Th 11/12 BH 14: Ruth 3:7-12
DUE [Workbook steps 2-3 for Ruth 3:7-12](#)
READ Chisholm, *Ruth*, 96-97 (notes on 3:7-12), 104-11; Brotzman, Textual Commentary on 3:7-12
- 25 Tu 12/1 BH 15: Ruth 3:13-18
DUE [Workbook steps 2-3 for Ruth 3:13-18](#)
READ Chisholm, *Ruth*, 97-99 (notes on 3:13-18), 111-14; Brotzman, Textual

- Commentary on 3:13-18
- 26 Th 12/3 BH 17: Ruth 4:1-6
DUE [Workbook steps 2-3 for Ruth 4:1-6](#)
READ Chisholm, *Ruth*, 114-16 (notes on 4:1-6), 118-26; Brotzman, Textual Commentary on 4:1-6
- 27 Tu 12/8 BH 18: Ruth 4:7-12
DUE [Workbook steps 2-3 for Ruth 4:7-12](#)
READ Chisholm, *Ruth*, 116-17 (notes on 4:7-12), 126-28; Brotzman, Textual Commentary on 4:7-12
- 28 Th 12/10 BH 19: Ruth 4:13-22/The Message and Theology of Ruth
DUE [Workbook steps 2-3 for Ruth 4:13-17](#)
READ Chisholm, *Ruth*, 117-18 (notes on 4:13-22), 128-37; Brotzman, Textual Commentary on 4:13-22
- 29 TBA
 (Finals Week) **EXAM Ruth 3-4**