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Dallas Theological Seminary

OT 5103 HO
Fall 2020
Monday, 6:00-8:50 pm
Room: RGCY

HEBREW EXEGESIS AND OLD TESTAMENT INTRODUCTION I

COURSE SYLLABUS

COURSE DESCRIPTION

An introduction to the exegesis of Hebrew narrative, including an introduction to textual criticism, 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 outlined above, my hope is that 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 as a foundation for interpreting the Old Testament.

COURSE TEXTBOOKS

Required Texts

Brotzman, Ellis R, and Eric J. Tully. *Old Testament Textual Criticism: A Practical Introduction*. 2nd ed. Grand Rapids: Baker, 2016.

Chisholm, Robert. *A Commentary on Ruth*. (posted on course website)

Chisholm, Robert. *A Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids: Kregel, 2006.

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

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.

Merrill, Eugene H., Mark E. Roeker, and Michael A. Grisanti, *The World and the Word: An Introduction to the Old Testament*. Nashville: B & H Academic, 2011.

Suggested Texts

Arnold, Bill T., and John H. Choi. *A Guide to Biblical Hebrew Syntax*. 2nd ed. Cambridge: Cambridge University, 2018.

Brown, F., and S. R. Driver, and C. A. Briggs. *A Hebrew & English Lexicon of the Old Testament*. Reprinted; Peabody, MA: Hendrickson, 1979.

Chisholm, Robert. *Interpreting the Historical Books*. Grand Rapids: Kregel, 2006.

Supplementary Bibliography

Grammar and Exegesis:

Broyles, Craig C., ed. *Interpreting the Old Testament: A Guide for Exegesis*. Grand Rapids: Baker, 2001.

Bush, Frederic. *Ruth-Esther*, WBC. Dallas: Word, 1996.

Cowley, A. E., ed. *Gesenius' Hebrew Grammar. Edited and Enlarged by E. Kautzsch*. 2nd English ed. Oxford: Clarendon, 1910.

Ryken, Leland. *How Bible Stories Work: A Guided Study of Biblical Narrative, Reading the Bible as Literature* (Wooster, OH: Weaver Book Company, 2015)

Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors*. 3rd ed. Louisville: Westminster John Knox, 2001.

*Waltke, Bruce K. and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.

For other works covering the Book of Ruth, check the bibliographies in Bush's and Chisholm's commentaries.

Old Testament Introduction/Miscellaneous Books:

Aharoni, Y., and Avi-Yonah, M. *The Macmillan Bible Atlas*. New York: Macmillan, 1993.

- Arnold, Bill T., and Bryan E. Beyer. *Readings from the Ancient Near East*. Grand Rapids: Baker, 2002.
- Arnold, Bill T., and Brent A. Strawn, eds., *The World around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker Academic, 2016.
- Arnold, Bill T., and Richard S. Hess, eds., *Ancient Israel's History: An Introduction to Issues and Sources*. Grand Rapids: Baker, 2014.
- Baker, David W., and Bill T. Arnold. *The Face of Old Testament Studies*. Grand Rapids: Baker, 1999.
- *Beckwith, Roger. *The Old Testament Canon of the New Testament Church and its Background in Early Judaism*. Grand Rapids: Eerdmans, 2001.
- Dillard, Raymond B. and Tremper Longman III. *An Introduction to the Old Testament*. Grand Rapids: Zondervan, 1994.
- Hallo, William W., and K. Lawson Younger, Jr. *The Context of Scripture*. 3 vols. Leiden: Brill, 2003.
- Hess, Richard S. *Israelite Religions: An Archaeological and Biblical Survey*. Grand Rapids: Baker Academic, 2007.
- Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker Academic, 2016.
- Hoerth, A., Mattingly, G. L., and Yamauchi, E. M., eds., *Peoples of the Old Testament World*. Grand Rapids: Baker, 1994.
- King, Philip J., and Lawrence E. Stager, *Life in Biblical Israel*. Louisville: Westminster John Knox, 2001.
- *Kitchen, Kenneth A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.
- *Long, V. Philips. *The Art of Biblical History*. Grand Rapids: Zondervan, 1994.
- Merrill, Eugene. *Kingdom of Priests: A History of Old Testament Israel*. Grand Rapids: Baker, 1987.
- Oswalt, John N. *The Bible among the Myths*. Grand Rapids: Zondervan, 2009.
- Provan, Iain, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. 2nd ed. Louisville: Westminster John Knox, 2015.
- Steinmann, Andrew. *The Oracles of God: The Old Testament Canon*. Saint Louis: Concordia Academic Press, 1999.

Walton, John. *Ancient Near Eastern Thought and the Old Testament*. Grand Rapids: Baker, 2006.

Wegner, Paul D. *The Journey from Texts to Translations: The Origin and Development of the Bible*. Grand Rapids: Baker, 1999.

COURSE REQUIREMENTS

Proficiency Exam

On the *second* class of the semester, there will be a 30-minute proficiency exam, consisting of three parts. You will be asked to (1) reproduce five forms drawn from the following Qal strong/regular verb paradigms: perfect conjugation of any person, gender, and number (PGN); imperfect conjugation of any PGN; imperative masculine singular; infinitive construct; active participle masculine singular, (2) parse ten verbs from the Book of Jonah (excluding Jonah 2), and (3) translate two sentences from the Book of Jonah (excluding Jonah 2). No parsing guides or outside resources can be consulted while taking the exam.

If you fail to score 70% on this exam, you will be required to meet with a department approved tutor until you have either passed a makeup exam or passed the first Ruth exam. The makeup exam cannot be taken until you have spent at least four hours working with a tutor. **Failure to either complete the makeup exam or pass the first Ruth exam will result in the student needing to continue to meet with a department approved tutor until the student has brought up his/her grade to a passing level in the course. Also, anytime a student's grade falls below a "C" average, he/she will need to meet with a tutor until the grade is brought back to a "C" average.**

Reading Assignments and Reading Log

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. Completion of the reading accounts for 10% of the final grade. It is your responsibility to keep track of the weekly reading. At the end of the semester, you will submit a reading log that will let the professor know what percentage of the reading you completed on time for the entire semester. **The reading log only needs to state, "I completed X% of the reading on time this semester."** Percentages are calculated on the basis of total number of pages assigned to be read.

Written Assignments

You are to do the following written assignments:

- (1) 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. Though these assignments are not graded, per se, completing the written assignments on time accounts for 10% of the semester grade. Although the assignments will not receive a numerical grade for accuracy, it is important that you do them properly in order to master the material and to prepare for the exams. On the same sheet as the Reading log, you can submit a homework log that lets the professor know what percentage of the Ruth assignments you completed on time this semester. **The homework log only needs to say, “I completed X% of the homework on times this semester.”** Percentages are based off the total number of questions assigned each week. You will need to keep track of how many questions you did not complete each week to give an accurate percentage of your homework completion. Students should come to class prepared to do the following for each verse assigned in the workbook: (a) correctly pronounce the verse in Hebrew (b) correctly translate the verse into English without the aid of an English translation (c) correctly parse any verbal forms in the verse and (d) be able to answer basic syntactical questions from each verse.

- (2) You must complete a text-critical assignment (see the supplemental handout for instructions). This assignment will count 15% of the course grade.
- (3) You must complete the exegetical assignment on Ruth (see the supplemental handout for instructions). This assignment will count 15% of the course grade.

Exams on Ruth

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 exams will be take home assignments that will be handed out on the day listed in the syllabus and will need to be completed before the following class period.

The first exam will cover Ruth 1-2 and count for 20% of the course grade. This exam will require translation of selected passages with accompanying parsing, syntax, and text-critical questions. You may use *From Exegesis to Exposition* and Brotzman’s English key to *BHS* (pp. 193–218).

The second exam will cover Ruth 3-4 and count for 20% of the course grade. This exam will require translation of selected passages with accompanying parsing, syntax, and text-critical questions. You may use *From Exegesis to Exposition* and Brotzman’s English key to *BHS* (pp. 193–218).

Exam on History of Israel

You will take an exam on Important Names, Dates and Events in Israel’s History. See the study sheet posted on the course website. The grade on this exam will count 10% of the course grade.

SUPPLEMENTAL INFORMATION

Dallas Theological Seminary works to provide reasonable and appropriate accommodations to students with psychological, medical, physical, and learning disabilities. A student desiring or needing accommodations on the basis of such disabilities or of medical incidents such as hospitalization or severe injury is to contact the Director of Services for Students with Disabilities (<https://students.dts.edu/studentlife/disability-services/>). If the student is aware of a condition that may impact his/her studies, the student should contact the Director of Services for Students with Disabilities at prior to the beginning of the semester or at the onset of a crisis.

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 may not 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.

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

Text criticism assignment	15%
Exam on Ruth 1-2	20%
Exam on Ruth 3-4	20%
Exam on history of Israel	10%
Exegetical assignment on Ruth	15%
Weekly reading	10%
Weekly homework	10%

*Excessive absences and handing in written assignments late can affect one's grade negatively. See the policies stated below under the headings Late Assignments and Absences, respectively.

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.

LATE ASSIGNMENTS

All assignments should be submitted by the **beginning** of the class session for which they are due. If a paper is submitted 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. Please note that we meet once a week, so each day we meet counts as two class periods. 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.

COURSE LECTURES AND ASSIGNMENTS SCHEDULE

<i>Class</i>	<i>Date</i>	<i>Class discussion/Assignment(s) due</i>
1	Mon 8/24	Introduction to course Interpreting Hebrew narrative READ Chisholm, "Hebrew Narrative Literary Features" (posted on course website), 1-8, and Chisholm, "Seeing the

Stories of the Old Testament in Widescreen HD” (posted on course website)

- Mon 8/24 Interpreting Hebrew narrative
READ Chisholm, “Hebrew Narrative Literary Features,” 9-24
- 2 Mon 8/31 **Proficiency exam**
Interpreting Hebrew narrative
READ Chisholm, “Hebrew Narrative Literary Features,” 24-46
- Mon 8/31 How we got the Hebrew Bible
READ Brotzman, *Old Testament Textual Criticism*, 7-116;
READ Merrill, *World & the Word*, 73-121 (Text of OT)
- Mon 9/7 Labor Day Observance – No class**
- 3 Mon 9/14 Ruth 1:1-6
Workbook steps 2-3 for Ruth 1:1-6 due
READ Chisholm, *Workbook*, 9-12, 15-17; Chisholm, *Ruth* 1-35, 36-38 (annotated translation of 1:1-6), 40-53;
Brotzman, Textual Commentary (see pp. 142ff.) on 1:1-6
- Mon 9/14 Introduction to text-critical method
READ Brotzman, *Old Testament Textual Criticism*, 117-141 (chapters on Scribal Changes in the Old Testament Text and Principles and Practice of Textual Criticism), bring Brotzman book to class
- 4 Mon 9/21 Ruth 1:7-14
Workbook steps 2-3 for Ruth 1:7-14 due
READ Chisholm, *Ruth*, 38-39 (annotated translation of 1:7-14), 53-58; Brotzman, Textual Commentary on 1:7-14
- Mon 9/21 Israel’s history (part one)
READ Merrill, *World & the Word*, 13-71 (The World of the OT), 170-269 (Genesis-Deuteronomy)
- 5 Mon 9/28 **Text criticism assignment due**
Jeremiah in MT and LXX
- Mon 9/28 Israel’s history (part two)
READ Merrill, *World & the Word*, 271-360 (The Historical Books)
- 6 Mon 10/5 Ruth 1:15-22
Workbook steps 2-3 for Ruth 1:15-22 due
READ Chisholm, *Ruth*, 39-40 (annotated translation of 1:18-22), 58-71; Brotzman, Textual Commentary on 1:15-22

- Mon 10/5 Israel's history (part three)
- 7 Mon 10/12 Ruth 2:1-7
Workbook steps 2-3 for Ruth 2:1-7 due
READ Chisholm, *Ruth*, 71-72 (annotated translation of 2:1-7), 76-81; Brotzman, Textual Commentary on 2:1-7
- Mon 10/12 **EXAM on Important Names, Dates and Events in Israel's History**
 OT Canon
- 8 Mon 10/19 Ruth 2:8-17a
Workbook steps 2-3 for Ruth 2:8-17a due
READ Chisholm, *Ruth*, 72-74 (annotated translation of 2:8-17a), 81-85; Brotzman, Textual Commentary on 2:8-17a
- Mon 10/19 Modern Old Testament Higher Criticism; Diachronic criticism of narrative literature
READ Merrill, *World & Word*, 123-169 (Approaches to the Study of the OT; The Pentateuch)
READ Chisholm, "OT Source Criticism: Some Methodological Miscues," 1-19 (posted on the class website)
- 9 Mon 10/26 Ruth 2:17b-23
Workbook steps 2-3 for Ruth 2:17b-23 due
READ Chisholm, *Ruth*, 74-75 (annotated translation of 2:17b-23), 85-95; Brotzman, Textual Commentary on 2:17b-23
- Mon 10/26 **EXAM on Ruth 1-2**
- 10 Mon 11/2 Diachronic criticism of narrative literature (con't)
READ Chisholm, "OT Source Criticism: Some Methodological Miscues," 19-34 (posted on the class website)
- Mon 11/2 Ruth 3:1-6
Workbook steps 2-3 for Ruth 3:1-6 due
READ Chisholm, *Ruth*, 95-96 (annotated translation of 3:1-6), 99-104; Brotzman, Textual Commentary on 3:1-6
- 11 Mon 11/9 Ruth 3:7-12
Workbook steps 2-3 for Ruth 3:7-12 due
READ Chisholm, *Ruth*, 96-97 (annotated translation of 3:7-12), 104-11; Brotzman, Textual Commentary on 3:7-12
- Mon 11/9 Ruth 3:13-18
Workbook steps 2-3 for Ruth 3:13-18 due

READ Chisholm, *Ruth*, 98-99 (annotated translation of 3:13-18), 111-14; Brotzman, Textual Commentary on 3:13-18

Reading week and Thanksgiving break. No class on 11/16 or 11/23. NOTE: THE FINAL THREE CLASS PERIODS WILL MEET REMOTELY (11/30, 12/7, AND 12/14).

- 12 Mon 11/30 Genocide, Violence, and the Goodness of God
READ (a) 1 Samuel 15; 2 Kings 1-2, (b) Chisholm, "Fighting Yahweh's Wars" (posted on class website)
- Mon 11/30 Ruth 4:1-6
Workbook steps 2-3 for Ruth 4:1-6 due
READ Chisholm, *Ruth*, 114-16 (annotated translation of 4:1-6), 118-26; Brotzman, Textual Commentary on 4:1-6
- 13 Mon 12/7 **Exegetical assignment on Ruth due**
- Mon 12/7 Ruth 4:7-12
Workbook steps 2-3 for Ruth 4:7-12 due
READ Chisholm, *Ruth*, 116-17 (annotated translation of 4:7-12), 126-28; Brotzman, Textual Commentary on 4:7-12
- 14 Mon 12/14 Ruth 4:13-22
Workbook steps 2-3 for Ruth 4:13-17 due
READ Chisholm, *Ruth*, 117-18 (annotated translation of 4:13-22), 128-37; Brotzman, Textual Commentary on 4:13-22
- Mon 12/14 Theology and Proclamation of Ruth
Reading/Homework log due
- Finals Week: **EXAM on Ruth 3-4**

Note: All work should be completed prior to the beginning of class on the day it is assigned in the syllabus.