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OT 103B Hebrew Exegesis and OTI
Fall 2018 (3 hrs)
TR 2:25-3:40 pm
Todd 215

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*. 2nd ed. Grand Rapids: Baker, 2016.

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

Chisholm, Robert. *Interactive 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. Rooker, 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*. Cambridge: Cambridge University, 2003.

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. Kautsch*. 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.

Commentaries on 1 Samuel (for exegetical paper on 1 Samuel 7:2-17):

Arnold, Bill T. *1 & 2 Samuel*, NIV Application Commentary. Grand Rapids: Zondervan, 2003.

Bergen, Robert D. *1, 2 Samuel*, NAC. Nashville: Broadman & Holman, 2002.

Chisholm, Robert B., Jr. *1 & 2 Samuel*, Teach the Text Commentary Series. Grand Rapids: Baker Books, 2013.

Firth, David G. *1 & 2 Samuel*, Apollos Old Testament Commentary. Downers Grove: IVP, 2009.

Gordon, Robert P. *1 & II Samuel*. Grand Rapids: Zondervan, 1986.

Klein, Ralph W. *1 Samuel*, WBC. Waco, TX: Word Books, 1983.

Steinmann, Andrew E. *1 Samuel*, Concordia Commentary. St. Louis: Concordia Publishing House, 2016.

Tsumura, David Toshio. *The First Book of Samuel*, NICOT. Grand Rapids: William B. Eerdmans, 2007.

Youngblood, Ronald F. "1 and 2 Samuel," in *The Expositor's Bible Commentary, Revised edition, Volume 3*. Grand Rapids: Zondervan, 2009.

Old Testament Introduction:

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 ed.. *The World around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker Academic, 2016.

Baker, David W., and Bill T. Arnold. *The Face of Old Testament Studies*. Grand Rapids: Baker, 1999.

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 *third* class period 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).

If you score 86 or above on the exam, your final course grade will be raised as follows: two points for a grade in the A range (94-100), one point for a grade in the B range (86-93). If you fail to score 70% on this exam, you will be required to meet with a departmentally approved tutor until you have passed a makeup exam. The makeup exam cannot be taken until you have spent at least four hours working with a tutor, who must sign a statement that you have done so and submit it to the professor. **Failure to complete this exam will result in the course grade being lowered by one letter grade.**

Reading Assignments

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 in the course, 80% to qualify for a B, and 70% to qualify for a C. 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 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 percentage point.**
- (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 an exegetical paper on 1 Samuel 7:2-17. Use the method for Hebrew narrative discussed and illustrated in Chisholm, *From Exegesis to Exposition*, 187-200. You may follow the format used for the sample. The paper should be approximately 15-20 pages in length, double-spaced. The paper will be submitted in two stages (see schedule below). The paper will count 25% 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 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's English key to *BHS*.

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's English key to *BHS*.

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.

Additional Requirements for Stage One PhD students

Stage One Ph.D. students will read an additional 20 chapters in Hebrew narrative. Please contact me 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 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	25%
Exam on Ruth 3-4	25%
Exam on history of Israel	10%
Exegetical paper on 1 Samuel 7:2-17	25%

*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. 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 submitted in 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. 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	T 8/28	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)
2	R 8/30	Interpreting Hebrew narrative READ Chisholm, "Hebrew Narrative Literary Features," 9-24
3	T 9/4	Proficiency exam Interpreting Hebrew narrative READ Chisholm, "Hebrew Narrative Literary Features," 24-46
4	R 9/6	Introduction to text-critical method READ Brotzman, <i>Old Testament Textual Criticism</i> , 117-141 (chapters on Scribal Changes in the Old Testament Text and Principles and Practice of Textual Criticism)
5	T 9/11	Ruth 1:1-6 Workbook steps 2-3 for Ruth 1:1-6 due READ Chisholm, <i>Workbook</i> , 9-12, 15-17; Chisholm, <i>Ruth</i> 1-35, 36-38 (annotated translation of 1:1-6), 40-53; Brotzman, Textual Commentary (see pp. 142ff.) on 1:1-6
6	R 9/13	How we got the Hebrew Bible READ Brotzman, <i>Old Testament Textual Criticism</i> , 7-116; READ Merrill, <i>World & the Word</i> , 73-121 (Text of OT)

- 7 T 9/18 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
- 8 R 9/20 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
- 9 T 9/25 **Text criticism assignment due**
- 10 R 9/27 Israel's history (part one)
READ Merrill, *World & the Word*, 13-71 (The World of the OT), 170-269 (Genesis-Deuteronomy)
- 11 T 10/2 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
- 12 R 10/4 Israel's history (part two)
READ Merrill, *World & the Word*, 271-360 (The Historical Books)
- 13 T 10/9 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
- 14 R 10/11 Israel's history (part three)
EXAM on Important Names, Dates and Events in Israel's History
- 15 T 10/16 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

- 16 R 10/18 Modern Old Testament Higher Criticism
READ Merrill, *World & Word*, 123-169 (Approaches to the Study of the OT; The Pentateuch)
 Diachronic criticism of narrative literature
READ Chisholm, "Source Criticism: Some Methodological Miscues," 1-19 (posted on the class website)
- 17 T 10/23 **EXAM on Ruth 1-2**
- 18 R 10/25 Diachronic criticism of narrative literature (con't)
READ Chisholm, "Source Criticism: Some Methodological Miscues," 19-34 (posted on the class website)
- 19 T 10/30 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
- 20 R 11/1 Preparing to write the exegetical paper on 1 Samuel 7:2-17
READ Chisholm, *From Exegesis to Exposition*, 187-200
- 21 T 11/6 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
- 22 R 11/8 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
- 23 T 11/27 Exegetical paper on 1 Samuel 7:2-17, Steps 1-5
- 24 R 11/29 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
- 25 T 12/4 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)

- 26 R 12/6 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
- 27 T 12/11 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
Theology of the Book of Ruth
- 28 R 12/13 Exegetical paper on 1 Samuel 7:2-17, Steps 6-7
TBA **EXAM on Ruth 3-4**