

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	READING HEBREW NARRATIVE OLDT 0651 1P
Date and Time	SEPTEMBER 15 – DECEMBER 8, 2023 FRIDAYS 11:15 AM – 2:35 PM (Sept 8 – Oct 13) FRIDAYS 11:15 AM – 2:05 PM (Nov 3 – Dec 8) No classes on October 20 & 27
Instructor	PETER CHU, MD, MA, ThM Email: pchu@tyndale.ca
Class Information	Classes will be in person only. Note class meeting times above. Office Hours: By appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Narrative is a primary literary genre within the Hebrew Bible. This course will examine the creativity, artistry, and literary features characteristic of Hebrew narrative using texts like the book of Ruth and the Joseph story as case studies. Students will gain an understanding of how theology is communicated through the content and composition of Hebrew narrative and an appreciation of the relevance of narrative to contemporary Christian life and to teaching / preaching ministry. Knowledge of Biblical Hebrew is beneficial but not essential.

Prerequisites: BIBL 0501

Recommended: OLDT 0511

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- A. recognize and describe the genre, structure, and techniques of Hebrew narrative

- B. identify different types and sub-types of Hebrew narratives
- C. discuss the function and significance of plot development, characterization, setting, point of view, narrative speed, dialogue, and repetition in crafting a Hebrew narrative
- D. identify and value the voice and influence of the narrator
- E. explain the hermeneutical considerations relevant to the interpretation of Hebrew narrative
- F. exegete a Hebrew narrative with attention to literary features and theological purpose
- G. value the rhetorical effectiveness and literary artistry of Hebrew narrative

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Bar-Efrat, Shimon. *Narrative Art in the Bible*. Sheffield, England: Sheffield Academic Press, 1997. [Available as Ebook from Tyndale Library or paperback from Bloomsbury Publishing or Ebook from GooglePlay.]

Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Winona Lake, IN: Eisenbrauns, 1994.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Alter, Robert. *The Art of Biblical Narrative*. New York, NY: Basic Books, 2011.

Ska, Jean L. *“Our Fathers Have Told Us”: Introduction to the Analysis of Hebrew Narrative*. Subsidia Biblica 13. Rome: Editrice Pontificio Instituto Biblico, 1990.

Sternberg, Meir. *The Poetics of Biblical Narrative: Ideological Literature and the Drama of Reading*. Bloomington, IN: Indiana University Press, 1985.

Tyndale Seminary recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each

other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. ASSIGNMENTS AND GRADING

All assignments should be submitted to the instructor’s email address.

Assignment #1: Reflective Reading (20%)

1. Textbook Reading

- 1.1. Before the beginning of class on **December 8, 2023**, students will submit by email the % completion of the textbook reading.
- 1.2. Students who have already read one or both of the required textbooks within the past 3 years will substitute textbook(s) from the bibliography or from outside the bibliography. Substitutions must be approved by the professor.
- 1.3. Textbooks are to be read reflectively with observations, insights, and questions recorded in the “Weekly Three” (see #3).

2. Reading of Biblical Texts

- 2.1. Students will complete three readings of Ruth 1-4. The first two readings will be due before the beginning of class on **Friday, September 22, 2023**. The third reading of Ruth will be completed during the course following a reading schedule that will correspond with each week’s class.
- 2.2. Students will complete three readings of Gen 37-50. The first two readings will be due before the beginning of class on **Friday, November 3, 2023**. The third reading will be completed during the course following a reading schedule that will correspond with each week’s class.
- 2.3. Biblical texts are to be read reflectively with observations, insights, and questions recorded in the “Weekly Three” (see #3).
- 2.4. Before the beginning of class on **December 8, 2023**, students will submit by email the % completion of the reading of Ruth and Genesis 37-50.

3. The “Weekly Three”

- 3.1. Each week, record at least three observations, insights or questions from your reading of the Biblical text or course textbooks.
- 3.2. Maximum of 1 page for all three weekly observations, insights or questions.
- 3.3. Each week, be prepared to share your Weekly Three with the class.
- 3.4. Submit your collection of “Weekly Three’s” as a single WORD document before the beginning of class on **Friday, December 8, 2023**.

4. Glossary of Literary Terms

- 4.1. Assemble a glossary of literary terms with a minimum of 20 entries.
- 4.2. Submit as a WORD document before class on **Friday, December 1, 2023**.

Assignment #2: Synthetic Outlines (10% x 2)

1. Construct synthetic outlines of Ruth 1-4 and Genesis 37-50

2. Guidelines for creating a synthetic outline:

- 2.1. Ignore the chapter divisions and section headings in your English Bible.
- 2.2. Divide your text (Ruth 1-4 or Genesis 37-50) into several large sections. Each of these large sections can be an entire chapter or several chapters in length. Assign a title to each section along with the chapter and verse references contained by the section. Indicate in a footnote attached to your titles why you have divided where you have. You must support your choice of the large section divisions with literary elements from the Biblical text.
- 2.3. Repeat this process for each of your large sections. Divide each large section into smaller sub-sections. Assign a title to each sub-section along with the chapter and verse references contained in the sub-section.
- 2.4. Indicate in a footnote attached to each of your sub-section titles why you have divided where you have. The footnotes should support the divisions/sections in your outline from literary elements present in the Biblical text.
- 2.5. Your supporting footnotes are NOT an explanation or commentary on the text.
- 2.6. Repeat the above process until you have broken down your sub-sections into paragraph sections that are 5-10 verses in length. To keep this assignment manageable, DO NOT FURTHER SUB-DIVIDE YOUR PARAGRAPH SECTIONS.
- 2.7. (OPTIONAL) You may but you are not required to consult and interact with different Bible translations and commentaries. You may interact with these sources in your footnotes. If you revise your outline as a result of the commentaries, be sure to indicate that and the reason in your footnote. Remember to cite the Bible translations and commentaries in a bibliography.
- 2.8. Synthetic outlines are discussed on pages 351-360 and 505-509 of Klein, William W., Craig L. Blomberg and Robert L. Hubbard, Jr. [*Introduction to Biblical Interpretation*](#). Third Edition. Nashville, TN: Thomas Nelson, 2017.
- 2.9. Sample synthetic outlines will be posted on the class webpage.

3. Discuss what you have learned about the PLOT of Ruth 1-4 or Genesis 37-50 as a result of creating your outline.

- 3.1. events constituting the plot
- 3.2. sequence in which plot events are presented
- 3.3. plot structure
 - 3.3.1. events connected to create scenes, scenes connected to form acts
 - 3.3.2. relationships among events, scenes, and acts
- 3.4. conflicts and complications
- 3.5. climax event

4. Maximum length of completed assignment (outline with footnotes + plot discussion) = 8 pages.

- 4.1. Outline to be single spaced, 12 point font
- 4.2. Plot discussion to be double spaced, 12 point font

5. Due Dates:

- 5.1. Ruth: Before the beginning of class on **Friday, September 29, 2023**
- 5.2. Genesis 37-50: Before the beginning of class on **Friday, November 3, 2023**

Assignment #3: Characterization Study (15%)

- 1. Discuss the characterization of **one** of the following two characters in Gen 37-50:
 - 1.1. Tamar
 - 1.2. Judah
- 2. Maximum length = 6 pages.
- 3. **Due:** Before the beginning of class on **Friday, November 10, 2023**

Assignment #4: Message & Application (10% x 2)

- 1. Ruth
 - 1.1. What is the theological message (values, virtues, principles) of Ruth?
 - 1.1.1. Support your answer with evidence from the text
 - 1.2. How can that message be appropriated and applied today?
- 2. Genesis 37-50
 - 2.1. What is the theological message (values, virtues, principles) of Gen 37-50?
 - 2.1.1. Support your answer with evidence from the text
 - 2.2. How can that message be appropriated and applied today?
- 3. This assignment is not an exegesis of Ruth 1-4 or Gen 37-50. Focus on the **results** of your study of Ruth 1-4 and Genesis 37-50.
- 4. Maximum length = 5 pages, double spaced, 12 font
- 5. **Due Dates:**
 - 5.1. Ruth = Before the beginning of class on **Friday, October 13, 2023**
 - 5.2. Genesis 37-50 = Before the beginning of class on **Friday, November 17, 2023**

Assignment #5: Summative Project (25%)

- 1. Assignment: Teach 16 year old high school students how to study Hebrew narrative.
- 2. Goal:
 - 2.1. To integrate ideas, concepts, and facts learned during the semester.
 - 2.2. To encourage the exercise and development of creative and communication gifts
- 3. General Guidelines:
 - 3.1. Incorporate examples from Ruth and Gen 37-50 to illustrate teaching point

- 3.2. Bibliography with minimum of 8 citations
- 3.3. Grade based on clarity, comprehensiveness, and creativity of teaching method and content
4. Options:
 - 4.1. Summative Paper
 - 4.1.1. Maximum of 15 pages in length, excluding title page and bibliography
 - 4.1.2. Double spaced, 12 point font, 1 inch margins.
 - 4.1.3. Follow SBL format or Chicago Manual of Style. Please see [Section G – General Guidelines for the Submission of Written Work](#).
 - 4.2. Summative “Not a Paper” original creative project in the form of:
 - 4.2.1. Song, spoken word, rap, (slam) poetry
 - 4.2.2. Visual art
 - 4.2.3. Theatre, drama
 - 4.2.4. Game – eg. Board game, Escape Room
 - 4.2.5. Video
5. Specific guidelines for “Not a Paper” Projects
 - 5.1. For song (spoken word, rap), poetry, drama, video composed by yourself
 - 5.1.1. Submit a copy of the lyrics/screenplay/script, MP4 video of a performance and a written explanation of the lyrics/screenplay/script
 - 5.1.2. The written explanation may be in the form of a paper or the submitted copy of the lyrics/poem/screenplay/script can be annotated with footnotes to explain the structure and content of the project, cite sources, and provide examples from Ruth and Gen 37-50 to illustrate teaching points. There is no limit on the number or extent of footnotes
 - 5.1.3. The explanation should demonstrate how your song, poem, drama, or video teaches the students how to study Hebrew narrative.
 - 5.2. For visual artwork created by yourself
 - 5.2.1. Provide a written/audio/video explanation of how your artwork teaches the students how to study Hebrew narrative. Include in your explanation, your choice of title and medium and the creative process.
 - 5.2.2. Remember to incorporate examples from Ruth and Gen 37-50 in your explanation.
 - 5.2.3. Submit a JPEG image of your artwork.
6. **Due:** Before the beginning of class on **Friday, December 1, 2023**

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reading + “Weekly 3” + Glossary	20%
Synthetic Outlines (Ruth, Gen 37-50)	20%
Characterization	15%
Message (Ruth, Gen 37-50)	20%
Summative Project	25%
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Written work must follow either the SBL stylistic model described in [*The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*](#), 2nd ed. (Atlanta, GA: SBL Press, 2014) or the Chicago Manual of Style described in the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#). Please familiarize yourself with these resources as they provide instructions for not only footnotes and bibliographic formats but also stylistic elements such as acceptable abbreviations, etc.
2. If the work of others is utilized or incorporated into your own academic work, you must acknowledge them and give them proper credit and recognition by citing them in a footnote and/or bibliography. For a helpful on line tutorial on academic integrity and citation, go to <http://classes.tyndale.ca> and click on the “Student Resources” tab at the far right of the menu bar at the top of your home page. Several folders will be displayed. Select “Academic Integrity and Citation Resource”.
3. Please proof-read your work for spelling, punctuation, grammar, organization, coherent thought, and logical flow of arguments. It is often helpful to ask someone else to review your writing and comment on the above criteria.
4. All assignments are to be handed in at the **beginning** of class on the respective due dates. The penalty for a late assignment will be 5% (half a letter grade) for **any part** of each week it is late.
5. Title page --- please include a title page for all written work which includes the title of the paper, the name of the course, the name of the professor, and your name.
6. Checklist:
 - a. Did you answer the question that was asked?
 - b. Did you follow the instructions?
 - c. Clarity and organization

- d. Critical analysis --- your paper should answer more “how?” and “why?” type questions than “what?” type questions?
 - e. Spelling, grammar, punctuation, sentence structure, inclusive language
 - f. Appropriate format for footnote citations and bibliography
7. Practical Tips for Essay Writing
- a. Pray. Pray that your essay would transform your life and church community.
 - b. Begin early and work on it each week. Capture ideas that come to mind.
 - c. Start your research by reading an overview of your subject area in a major Bible dictionary or encyclopedia such as the *Anchor Bible Dictionary*, *The New Interpreters Dictionary of the Bible*, *the Eerdmans Bible Dictionary*, *the New International Standard Bible Encyclopaedia*, *Encyclopaedia Judaica*, or *the New Catholic Encyclopaedia*.
 - d. The reference (encyclopaedias, dictionaries, commentaries) and periodical collections in the library are invaluable. Become familiar with their contents.
 - e. Take advantage of the [library's e-Resources](#) which provide access to [scholarly periodicals and journals](#) via the EBSCOHost, ATLA, and JSTOR databases.
 - f. Utilize the staff and expertise of the [Tyndale Centre for Academic Excellence](#). You will receive excellent help in documentation, style, grammar, punctuation, concise writing, focusing your research question, and much more.
 - g. Make sure your essay is properly formatted including page numbers, title page, footnotes, and bibliography.
 - h. Have someone proofread your essay prior to submission.

H. GRADING FOR ASSIGNMENTS

In general, assignments which meet the professor’s expectations will receive a grade of B or 75%. Grades above or below “B” will be related to the excellence or deficiencies of the submitted work relative to this satisfactory threshold. Excellence or deficiencies in the following areas will increase or decrease the grade that is assigned:

1. Number and quality of primary and secondary sources cited
2. Content
3. Form and presentation --- correct SBL footnote and bibliographic format must be used
4. Depth, thoughtfulness and thoroughness of analysis and discussion
 - a. Asking and answering “how” and “why” questions versus “what” questions
 - b. Breadth and depth of historical, grammatical, syntactical, exegetical, and theological research
 - c. Extent of interaction with the Biblical text, relevant scholarly articles, major commentaries
5. Clarity, consistency and direction of logic, argument, and reasoning
6. Quality and clarity of writing --- spelling, grammar, punctuation, sentence structure

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A detailed schedule will be posted on the [class webpage](#) containing the following information:

- Scripture to be read and discussed for each class
- Textbook readings in advance of classes
- Due dates for course requirements

September 15	Introductions Class Course & Syllabus Hebrew Narrative – genre, features
September 22	Plot Ruth 1
September 29	Characterization Ruth 2
October 6	The Narrator and Point of View Ruth 3
October 13	Narrative Speed, Dialogue Ruth 4
October 20	No Class – Peter away
October 27	No Class – Reading Week
November 3	Plot Gen 37
November 10	Characterization Gen 38
November 17	The Narrator and Point of View Gen 39-41
November 24	Narrative Speed and Dialogue Gen 42-45
December 1	Genealogy, Songs and Poetry in Narrative Gen 46-49
December 8	Theology in narratives Gen 50

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Hebrew Narrative

Alter, Robert. *The Art of Biblical Narrative*. New York, NY: Basic Books, 2011.

Andersen, Francis I. *The Sentence in Biblical Hebrew*. Janua Linguarum Series Practica 231. The Hague, The Netherlands: Mouton Publishers, 1974.

Baker, David W., and Bill T. Arnold, eds. *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids, MI: Baker Books, 1999.

Bar-Efrat, Shimon. *Narrative Art in the Bible*. Sheffield, England: Sheffield Academic Press, 1997.

Barton, John. *Reading the Old Testament: Method in Biblical Study*. Louisville, KY: Westminster John Knox Press, 1996.

_____. ed. [The Cambridge Companion to Biblical Interpretation](#). Cambridge, England: Cambridge University Press, 1998.

Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Winona Lake, IN: Eisenbrauns, 1994.

Booker, Christopher. *The Seven Basic Plots: Why We Tell Stories*. London, England: Bloomsbury, 2004.

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

Clines, David J. A. (ed.). *The Dictionary of Classical Hebrew*. Sheffield, England: Sheffield Academic Press, 1993-2011.

Exum, J. Cheryl. *Tragedy and Biblical Narrative: Arrows of the Almighty*. Cambridge, England: Cambridge University Press, 1992.

Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for all its Worth*. Fourth edition. Grand Rapids, MI: Zondervan, 2014.

Fokkelman, J.P. *Narrative Art and Poetry in the Books of Samuel Volume 1: King David*. Studia Semitica Neerlandica 20. Assen, The Netherlands: Van Gorcum, 1981.

_____. *Narrative Art and Poetry in the Books of Samuel Volume 2: Crossing Fates*. Studia Semitica Neerlandica 23. Assen, The Netherlands: Van Gorcum, 1986.

_____. *Narrative Art and Poetry in the Books of Samuel Volume 3: Throne and City*. Studia Semitica Neerlandica 27. Assen, The Netherlands: Van Gorcum, 1990.

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Fokkelman, Jan P. *Reading Biblical Narrative: An Introductory Guide*. Translated by Ineke Smit. Leiderdorp, The Netherlands: Deo Publishing, 1999.

Gillingham, Susan E. *One Bible, Many Voices: Different Approaches to Biblical Studies*. London, England: Society for Promoting Christian Knowledge, 1998.

Goldingay, John. [*Models for Interpretation of Scripture*](#). Grand Rapids, MI: Eerdmans, 1995.

Gunn, David M. and Danna Nolan Fewell. *Narrative in the Hebrew Bible*. The Oxford Bible Series. Oxford, England: Oxford University Press, 1993.

Johnson, Marshall D. *The Purpose of the Biblical Genealogies*. Second Edition. Eugene, OR: Wipf and Stock, 2002.

Ryken, Leland. *How to Read the Bible as Literature*. Grand Rapids: Zondervan, 1984.

Ska, Jean L. *"Our Fathers Have Told Us": Introduction to the Analysis of Hebrew Narrative*. Subsidia Biblica 13. Rome: Editrice Pontificio Instituto Biblico, 1990.

Sternberg, Meir. *The Poetics of Biblical Narrative: Ideological Literature and the Drama of Reading*. Bloomington, IN: Indiana University Press, 1985.

Stuart, Douglas. [*Old Testament Exegesis*](#). Fourth edition. Louisville, KY: Westminster Press, 2009.

Tribble, Phyllis. *God and the Rhetoric of Sexuality*. Overtures to Biblical Theology. Philadelphia, PA: Fortress, 1978.

_____. *Texts of Terror: Literary-Feminist Readings of Biblical Narratives*. Overtures to Biblical Theology. PA, Pennsylvania: Fortress, 1984.

Wenham, Gordon J. *Story as Torah: Reading Old Testament Narrative Ethically*. Grand Rapids, MI: Baker, 2000.

Ruth

Atkinson, David. *The Message of Ruth: The Wings of Refuge*. Downers Grove: InterVarsity, 1991.

Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Winona Lake, IN: Eisenbrauns, 1994. (Chapter IV: Poetics in the Book of Ruth)

Block, Daniel I., ed. *Zondervan Exegetical Commentary on the Old Testament: A Discourse Analysis of the Hebrew Bible: Ruth*. Grand Rapids: Zondervan, 2015.

Bush, Frederic W. *Ruth/Esther*. Word Biblical Commentary 9. Dallas, TX: Thomas Nelson, 1996.

Campbell, Edward F. *Ruth: A New Translation with Introduction, Notes, and Commentary*. The Anchor Bible 7. Garden City, NY: Doubleday, 1975.

Fischer, Irmtraud. "The Book of Ruth: A 'Feminist' Commentary to the Torah?" in *Ruth and Esther: A Feminist Companion to the Bible (Second Series)*, edited by Athalya Brenner, 24-49. Sheffield: Sheffield Academic Press, 1999.

Harris, J. Gordon, Cheryl A. Brown, and Michael S. Moore. *Joshua, Judges, Ruth*. Grand Rapids: Baker Books, 2000.

Havea, Jione, and Peter H. W. Lau. "Reading Ruth Again, in Asia" in *Reading Ruth in Asia*. ed. Jione Havea and Peter H.W. Lau, 1-14 Atlanta, SBL, 2015.

Holmstedt, Robert D. *Ruth: A Handbook on the Hebrew Text*. Waco, TX: Baylor University Press, 2010.

Hubbard, Robert L. *The Book of Ruth*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1988.

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- Jouon, Paul. *Ruth: A Philological and Exegetical Commentary*. SubBi 9. Translated by Homer Heater Jr. Rome: Editrice Pontificio Instituto Biblico, 1993.
- Lau, Peter H. W. "Another Postcolonial Reading of the Book of Ruth" in *Reading Ruth in Asia*. ed. Jione Havea and Peter H.W., 15-34 Atlanta, SBL, 2015.
- Leggett, Donald A. *The Levirate and Goel Institutions in the Old Testament With Special Attention to the Book of Ruth*. Cherry Hill, NJ: Mack Publishing, 1974.
- Millgram, Hillel I. *Four Biblical Heroines and the Case for Female Authorship: An Analysis of the Women of Ruth, Esther and Genesis 38*. Jefferson: McFarland & Company, 2008.
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- Way, Kenneth C. *Teach the Text Commentary Series: Judges and Ruth*. Grand Rapids: Baker Books, 2016.
- Webb, Barry G. *Preaching the Word: Judges and Ruth: God in Chaos*. Wheaton: Crossway, 2015.
- Younger, Jr., K. Lawson. *The NIV Application Commentary: From Biblical Text to Contemporary Life: Judges/Ruth*. Grand Rapids: Zondervan, 2002.