



Course Syllabus
Wycliffe College
Toronto School of Theology
WYB3222H/WYB6222H • “For such a time as this:” Insights and Issues from the Books of Ruth and Esther for Today

Instructor Information

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Course Identification

Course Number: WYB3222H/WYB6222H
 Course Format: In class and online. The class will meet at Wycliffe College with limited live remote access May 3-5; but the second part of the course will be online (see “Course Delivery” and “Course Schedule” below).
 Course Name: “For such a time as this:” Insights and Issues from the Books of Ruth and Esther for Today
 Course Location: St. George campus, Wycliffe College (5 Hoskin Ave.)
 Class Times: Wednesday May 3: 2:00-5:00 PM; Thursday and Friday May 4 -5; 9-12 AM, 2:00-5:00 PM. NB: All times noted in this syllabus are Eastern Time (i.e., Toronto Time).
 Prerequisites: Introductory course(s) in Old Testament or permission of instructor

Course Description

We will read the books of Ruth and Esther together with a cloud of witnesses from the past and present who found them not only life giving but also, especially in the case of Esther, deeply troubling. We will examine techniques and strategies used for reading these and other Old Testament narratives through history. We will explore the contexts of Ruth and Esther within both the ancient world and Scripture. We will examine their contents making use of a variety of traditional and innovative interpretive techniques and strategies (including reading within the context of the Ancient Near East, theological exegesis, disaster and trauma studies, and narrative criticism). We will consider how these books speak to us as individuals and as the church in the twenty-first century.

Course Delivery

This class will be delivered as a hybrid course. We will meet in person with limited live remote access May 3-5. These classes will include lectures, short class presentations, and discussion

groups; the remainder of the class will be delivered in four asynchronous modules that will provide opportunities for online discussions with the professor and the other students.

Course Schedule

Week	Date	Lecture Topic	Assignment to post on Quercus	Assigned Readings
	Prior to May 3	Read or listen to the Book of Esther and prepare the first 250-word reflection following the directions below.		Read or listen to the entire book of Esther If you have time watch the 4 short videos from the Bible Project that capture the capture essence of narrative criticism listed under Modules on Quercus
1	Wednesday May 3 2.00pm- 5.00pm	Topic 1 Reading Old Testament Narratives or How to read Ruth and Esther Topic 2 Introduction to Esther	First 250-word reflection on reading or listening to the book of Esther due today. See instructions below	Read Marina Hofman Willard, "Narrative Criticism: Methodology and Procedure" Review The Bible Project videos on narrative criticism. How to read character https://www.youtube.com/watch?v=0EQDGax19xk How to read the Bible plot https://bibleproject.com/videos/plot-biblical-narrative How to read setting https://www.youtube.com/watch?v=7FuT8WtoAK0 How to read design patterns bibleproject.com/videos/design-patterns-biblical-narrative/ level Read Taylor's "Introduction to Esther," pp. 83-97 Or listen to taped introduction lecture https://www.youtube.com/watch?v=F3B7auzHhN0&t=38s
2	Thursday May 4 9am— 12pm	Topic 3 Esther 1: Focus on setting and characters: Why so many details about the setting? How do you read Vashti and Xerxes? Is Vashti just a foil for Esther? Topic 4. Esther: 2-3 Focus on the characters of Esther,	Second 250-word reflection on reading or listening to the book of Esther due today.	Read Esther 1 and Taylor's "Esther 1:1-22," pp. 99-112. Read the posted articles of Sakenfeld, Masenya, and J. Zonana. Read Esther 2-3 Read Taylor's "Esther 2:1-23," pp. 113-126 and "Esther 3:1-15," pp. 127-138. Watch excerpts from Mark Driscoll,

		Mordecai, Xerxes, and Haman and on the unfolding plot		<p>"Jesus is a Better Savior Esther 2:1-18" https://subsplash.com/markdriscollministries/media/mi/+chkpcps?auto Read Rachel Held Evans' Blog that calls out Mark Driscoll, "What Actually happens in the Harem" https://rachelheldevans.com/blog/esther-actually-harem</p>
3	Thursday May 4 2.00-5.00pm	<p>Topic 5 Esther 4</p> <p>Topic 6 Esther 5</p>		<p>Read Taylor's "Esther 4:1-17," pp. 139-151. Read Arie Leder, "Historical Narrative and Wisdom. Toward Preaching Esther "For Such a Time as This" Read Taylor's "Esther 5:1-14," pp. 152-164.</p>
4	Friday May 5 9.00am-12.00pm	<p>Topic 7 Esther 6</p> <p>Topic 8. Esther 7</p> <p>Topic 9 Esther 8</p>	<p>Third 250-word reflection on reading or listening to the book of Esther due today</p>	<p>Read Taylor's "Esther 6:1-14," pp.164-175. Read Taylor's "Esther 7:1-10," pp. 176-187. Read Taylor's "Esther 8: 1-17," pp. 188-199 Read Ronald Pierce, 'The Politics of Esther and Mordecai: <i>Cou</i> <i>Bulletin for Biblical Research</i> <u>2</u> (1992), pp. 75-89. Gerald McDermott, "Reading Esther in the Shadow of Isis," <i>Christianity Today</i>, April 2016. Yoram Hazony, "The Miracle of Esther," <i>First Things</i> March 20 https://www.firstthings.com/article/2016/03/the-miracle-of- Listen to the interview with Hazony https://www.youtube.com/watch?v=O6uxf57m3H0 If you are interested listen also to the interview with Denis Pr https://www.youtube.com/watch?v=dRMJR2k4tzo</p>
5	Friday May 3 2.00pm-5.00pm	<p>Topic 10 Esther 9</p> <p>Topic 11 Purim</p> <p>Topic 12 Esther 10 and a look at the whole</p>		<p>Read Taylor's "Esther 9:1-32," pp. 200-217. Gerri Synman, "Race in South Africa problem of Identifying w or Haman," in <i>Scriptura</i> 84 (2003), pp. 438-452. Gerri Synman, "Esther and African Biblical Hermeneutics." <i>OTE</i> 27/3 (2014) pp. 1035-1061. Costas, "The Subversiveness of Faith: Esther is a Paradigm for Theology," https://onlinelibrary.wiley.com/doi/epdf/10.1111/6623.1988.tb01519.x</p> <p>"What is Purim" https://www.youtube.com/watch?v=6mmZDYogjCk Purim songs: The Maccabees https://israelforever.org/interact/multimedia/Music/por_siempre_israel/</p> <p>Read Esther 10 and Taylor's "Esther 10:1-3," pp. 218-226. Questions to ponder: What is the book's purpose? Should it be called the book of Mordecai? Why is the book of Esther</p>

				in the canon?
6	Module 1 Monday May 8- Sunday May 14	Topic 13 Introduction to Ruth Watch Video Lectures Topic 14 Ruth 1 Watch Video Lecture on Ruth 1	First 250-word reflection on the book of Ruth. Post to Discussion Board on Introduction Post to the Discussion Board answering questions on Ruth 1 and its interpretation	Read Taylor's Ruth 1 Read the posted examples of interpretations of Ruth and Orpah and Taylor's "Classic responses to Ruth and Orpah" June Dickie, "Performance of the Story of Ruth to Promote Healing from Township Trauma" <i>Scriptura</i> , 2021,
7	Module 2 Monday May 22- Sunday May 28	Topic 15 Ruth 2 Watch Video Lecture on Ruth 2 Topic 16 How to interpret Ruth 2	The second 250-word reflection due. Post to Discussion Board on Ruth 2. Post to Discussion Board your answers to the questions on the readings	Read Taylor's "Ruth 2," pp.38-53. Read Katharine Doob Sakenfeld, "Ruth and Naomi: Economic Values". Compare Spurgeon's posted allegorical reading of Ruth 2 "Spiritual Gleaning" to "a Deeper Look at the Book of Ruth." How would you preach or teach Ruth 2?
8	Module 3 Monday June 5- Sunday June 11	Topic 17 Ruth 3 Watch Video Lecture on Ruth 3 Topic 18 Asian, post- colonial, and trauma-informed readings of Ruth 3	The third 250- word reflection Post to the Discussion Board on Ruth 3 Post to the Discussion Board your reflections on these very different interpretive approaches.	Read Taylor's Ruth 3:1-18," pp. 54-66. I recommend skimming the relevant parts of the posted article that explores 4 th c Ephrem the Syrian's unexpected interpretation of the threshing floor scene. Read Asian, post-colonial, and trauma-informed readings of Ruth 3. Ruth Tsoffar, "The Trauma of Otherness and Hunger: Ruth and Lot's Daughters." Daniel Carroll, "Reading Ruth through a Hispanic Diaspora Perspective." Anna May Say Pa, "Reading Ruth 3:1–15 from an Asian Woman's Perspective," or one of the other articles in

				<p><i>Reading Ruth in Asia.</i></p> <p>Ponder Chester Brown's posted cartoon of Ruth 3 from <i>Mary Wept Over the Feet of Jesus</i></p>
9	<p>Module 4 Monday June 19- Sunday June 25</p>	<p>Topic 19 Ruth 4</p> <p>Watch Video Lecture on Ruth 4</p> <p>Topic 20 How to read the book of Ruth in all its complexities and with readers past and present as Henri du Lubac writes: Scripture is "undecipherable in its fullness and in the multiplicity of its meanings . . . Treasure of the Holy Spirit, . . . True labyrinth. Deep heavens, unfathomable abyss. Vast sea, where there is endless voyaging "with all sails set." Ocean of mystery.</p>	<p>Post to Discussion Board on Ruth 4</p> <p>Post to the Discussion Board on the question of how to read the book of Ruth, engaging with Leithart's and LeMarquand's insights.</p>	<p>Read Taylor's "Ruth 4:1-22," 67-81.</p> <p>Read and reflect upon Peter Leithart "When Gentile Meets Jew: A Christian Reading of Ruth and the Hebrew Scriptures," <i>Touchstone Magazine</i>, May, 2009 found at: https://www.touchstonemag.com/archives/article.php?id=f&readcode=2619</p> <p>Read and reflect on Grant LeMarquand's blog "Reading Ruth Globally" https://livingchurch.org/2022/11/10/reading-ruth-globally/</p>

Evaluation

The final grade for the course will be based on evaluations in the following areas. Please make back-up copies of all assignments before handing them in. Assignments should be submitted in a Word document.

1. Six 250-Word Response Papers (30%) (AD Students in Bible 20% -see reading assignment #4 below, for AD students in other disciplines, consult the professor for an alternative assignment).

Each student will read and/or listen to the **entire** book of Esther 3 times- reading different translations in one or more languages and listening to different voices. The estimated reading time for Esther is 30 minutes according to <http://ya.ccpilly.org/how-long-does-it-take-to-read-each-book-of-the-bible/>.

One of the voices you should listen to him should be female: <https://her.bible/books/esther/>

As you listen, think about the book's purpose, themes, and characters. After each reading/listening encounter, submit your insights and responses to reading or listening to the book of Esther on Quercus.

Explore a different aspect of the book in each reflection. Your reflections should be no longer than 250 -- include the word count and note the version/language you read or listened to. Ideally, the first reading of Esther should be done before the course begins on Wednesday May 3rd, and the second before the class on May 4th and the third before the class on May 5th.

You will do the same for Ruth and submit 3 short reading and response papers as part of the asynchronous bi-weekly assignments. These should be done before your other readings. The estimated reading time for Ruth is 15 minutes. One of the voices you listen to for Ruth should be female: <https://her.bible/books/Ruth/>.

2. Class Participation (BD 10%; AD 10%)

Students are expected to attend class and to involve themselves fully through preparatory reading, active participation in discussions, and finding resources that will enhance the class. Each student will sign up to do a short (5 minute) presentation on a topic related to the subject under discussion. If they relate to our study of the book of Esther, they will be given during our in person sessions. If they relate to our study of the book of Ruth, they will be filmed and posted for discussion during the asynchronous part of the course. Most will focus on the history of interpretation or reception history of a particular character in Esther or scene in the book in art, film, poetry, or sermon, though it is also possible to present one of the articles under discussion. For example: You could **introduce one or more artistic interpretations** of the characters in Ruth or Esther. See for example, Barry Dov Walfish's article "Images of Esther in Modern Jewish Art," or Monika Czekanowska-Gutman' "Challenging the Non-Jewish Images of a Jewish Queen: Portrayals of Esther by Early Twentieth-Century Jewish Artists" posted on Quercus; or [Lilian Broca's Esther mosaics-http://www.lilianbroca.com/queen-esther-mosaics](http://www.lilianbroca.com/queen-esther-mosaics) . Jo Carruthers book, *Esther through the centuries*. 92008) that can be accessed online through the University of Toronto library is a fantastic resource to explore. <https://books-scholarsportal-info.myaccess.library.utoronto.ca/en/read?id=/ebooks/ebooks2/wiley/2011-12-13/2/9780470691915>. **You could also introduce a movie or video** including those for children on the books of Ruth and Esther (e.g. Veggie Tales or the Henry Koster 1960 movie "Story of Ruth" you can access through the U of T library).

You could also introduce a poem or drama featuring a character or scene from one of these books. Some examples of poems and dramas will be posted on Quercus.

You also could introduce a noteworthy sermon (good or bad; classic or contemporary) on the book of Ruth and Esther see for example You Tube sermons on Esther by African American preacher T. D. Jakes and his daughter Sarah Jakes; or the series of sermons on Esther by controversial megachurch preacher, or Spurgeon's sermons on Ruth- <https://www.spurgeon.org/resource-library/sermons/spiritual-gleaning/>

3) Online Discussion Boards (BD 20%; AD 20%) The instructor will provide questions on the text of Ruth and its interpretation to be studied during each online module of the class that will be posted on Quercus. Students will use the posted videos, their readings of the text and of the posted articles as the basis of their contributions to the 8 online discussion boards.

3) Final Research Paper (BD 40%; AD 30%)

The final paper can be exegetical or topical in nature. It may take the form of a traditional exegesis paper (10-12 pages BD; 15 pages+ AD). The bibliography should include four commentaries and at least two other scholarly secondary sources. Your paper may also focus on an interpretive problem raised by either Ruth or Esther or on a particular method or approach to reading one of these books (i.e. reading with a trauma and disaster lens or focusing on the history of the interpretation of a particular character

or text in Ruth or Esther. Please consult with the professor about your final paper. **This assignment is due August 7.**

4) AD students specializing in Bible (20%) Student specializing in OT should work through the Robert Holmstedt's *Ruth: A Handbook on the Hebrew Text* and Peter Screnock and Robert Holmstedt's *Esther: A Handbook on the Hebrew Text*. This will help you prepare for your Hebrew language exams. Those specializing in Greek can read the primary texts in the LXX instead. A one-page report on this assignment is **due August 7**. For other AD students, see professor to determine an appropriate assignment.

Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Required Texts

Marion Ann Taylor, *The Story of God Commentary: Ruth and Esther* (Grand Rapids: Zondervan, Fall 2020) 256 pp.

Another commentary on Ruth and one on Esther is highly recommended:

For Ruth: I recommend for length and content and availability in kindle edition, Katharine Doob Sakenfeld, *Ruth*. Louisville, Ky: John Knox Press, 1999. The first forty pages are available on Google books.

Jeremy Schipper, [Ruth \[electronic resource\] : a new translation with introduction and commentary /](#) New Haven, [Connecticut] ; London, [England] : The Anchor Yale Bible : Yale University Press, 2016.

Available at the University of Toronto Library

<https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4403146>

For Esther:

Karen H. Jobes, *Esther*. Grand Rapids, Mich: Zondervan, 1999. The Introduction is available on Google books.

Debra Reid's commentary on Esther is available in electronic and downloadable form for the U of T library *Esther* [electronic resource]: an introduction and commentary /Debra Reid, Nottingham, England : Inter-Varsity Press ; Downers Grove, Ill. : IVP Academic, 2008. <https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4427958>

A modern translation of the Bible is also required (e.g. NRSV, RSV, TNIV, NIV, NJPS, NET, or NASB). The NET Bible offers extensive textual notes and is available for use online NET Bible site (net.bible.org); or as a free download from www.bible.org. Check out also <https://lumina.bible.org/bible>
More commentaries and resources are listed below.

The textbooks for this course are available through the U of T Bookstore's website, which offers shipping or in-store pickup for physical texts. Enter your UTORid into the Bookstore's textbook tool at https://uoftbookstore.com/buy_textbooks.asp to get a personalized list of all the textbooks for the courses you're enrolled in.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale:

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment and Course Extensions

Assignment Extension (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted.** The final deadline for the submission of assignments is the date set by the instructor in the syllabus, the examination day scheduled for the course, or the last day of exam week for the semester in which the course is taught, whichever is sooner. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following

the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

The form used to apply for an extension (Basic Degree Request for Extension) can be found at <https://www.wycliffecollege.ca/sites/default/files/SDF%20form%20%28fillable%29.pdf>

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Additional Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters*

<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th edition (Chicago: University of Chicago Press, 2018).

Back-up copies. Please make back-up copies of all papers before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid

utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Bibliography

For comprehensive bibliography on Ruth (2022) see

https://www.researchgate.net/publication/360504600_Bibliography_-_Book_of_Ruth_update_24_mei_2022

Commentaries on Ruth and Esther (Note, many resources on Ruth and Esther are now available as e-books at the University of Toronto library website)

- Baldwin, Joyce G. *Esther: An Introduction and Commentary*. Leicester, England: Inter-Varsity Press, 1984.
- Bechtel, Carol M. *Esther*. Louisville, Ky: Westminster John Knox Press, 2002.
- Berlin, Adele. *Esther = [Ester] : the traditional Hebrew text with the new JPS translation*. Philadelphia: Jewish Publication Society, 2001.
- Block, Daniel Isaac. *Judges, Ruth*. Nashville, Tenn: Broadman & Holman Publishers, 1999.
- ———, *Ruth*. Zondervan Exegetical Commentary on the Old Testament. Grand Rapids: Zondervan, 2015.
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- Chisholm, Robert B. *A Commentary on Judges and Ruth*, Grand Rapids: Kregel, 2013.
- Clines, David J. A. *The Esther Scroll*. Sheffield: Journal for the Study of the Old Testament Supplement Series 30, 1984.
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- Macchi, Jean-Daniel, *Le Livre D'Esther*. Genève: Labor et Fides, 2016.
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- _____. *Studies in the Book of Esther*. New York: KTAV, 1982.
- Nielsen, K. *Ruth: A Commentary*. Old Testament Library. Louisville: Westminster John Knox, 1997.
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- Smit, Laura A, and Stephen E. Fowl, *Judges & Ruth*. Grand Rapids, Mich: Brazos, 2018.
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- Way, K. C. *Judges and Ruth*. Teach the Text Commentary Series. Grand Rapids: Baker, 2016.

Other Useful resources on Ruth and Esther:

- Anderson, B. W. "The Place of the Book of Esther in the Christian Bible," *Journal of Religion* 30 (1950): 32-43.
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Course Outcomes

Like all Wycliffe College courses, this course is shaped by a set of course outcomes/learning goals, describing the knowledge and abilities a student will have attained by the end of the course. In the chart below, these course outcomes are correlated with the outcomes for the M.Div and MTS programs as a whole. For a full list of the latter consult the Wycliffe College website.

Course Outcomes	Course Elements	Program Outcomes
By the end of this course, students will be able to :	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
Describe the content of the books of Ruth and Esther	reading the primary texts, and secondary readings; through lectures; and the final assignment	MTS: 1.1 M.Div: 1a; 1e
Recognise various ways Old Testament texts have been interpreted throughout history, including current issues in Old Testament scholarship	reading commentaries and articles; lectures	MTS: 1.2; 1:4; 1:5 M.Div: 1a
Interpret a biblical book and suggest ideas for its application for the church today	class discussions and final assignment	MTS: 1.2, 1.3 M.Div: 1a, 1e
Recognize how knowledge of the biblical world influences one's reading of Old Testament.	readings, lectures	MTS: 1.1 M.Div: 1a; 1e

Learning Outcomes: Advanced Degree

The Advanced Degree Council has developed detailed statements of "learning outcomes" for each of the advanced degree programs (ThD, MA, and ThM). They are available as appendices in the respective Handbooks.

Course outcomes	Course element	Program outcomes
By the end of this course, students will be able to:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to this aspect of the TST outcomes statement for the individual graduate programs:
<ul style="list-style-type: none"> • Describe the context and contents of the books of Ruth and Esther using a variety of traditional and innovative 	<ul style="list-style-type: none"> • course requirements as a whole 	<ul style="list-style-type: none"> • PhD: 1.1 • MA: 1.1,2,3 • ThM: 1.1

interpretive techniques and strategies (including reading within the context of the Ancient Near East, theological exegesis, disaster and trauma studies, and narrative criticism).		
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<ul style="list-style-type: none"> • Compare and contrast the content and critical issues surrounding the interpretation of Ruth and Esther 	<ul style="list-style-type: none"> • in-class discussion • final paper 	<ul style="list-style-type: none"> • PhD: 1.1 • MA: 2.3, 5 • ThM: 1.1
<ul style="list-style-type: none"> • Translate at a proficient level of understanding at least two passages in Ruth and Esther 	<ul style="list-style-type: none"> • final paper 	<ul style="list-style-type: none"> • PhD: 1.1 • MA: 2.2, 3, 4, 5 • ThM: 1.1
<ul style="list-style-type: none"> • Design and deliver an oral presentation in a clear and effective manner 	<ul style="list-style-type: none"> • class presentation on a course reading 	<ul style="list-style-type: none"> • PhD: 5 • MA: 2.5 • ThM: 2.5
<ul style="list-style-type: none"> • Prepare a research project and present the assembled results in a clear and cogently argued manner 	<ul style="list-style-type: none"> • final paper 	<ul style="list-style-type: none"> • PhD: 2 • MA: 2.5 • ThM: 3.1