



**MCMASTER DIVINITY COLLEGE
COURSE SYLLABUS
WINTER 2018**

**Women in the Old Testament (OT 3XW3/6XW6)
INSTRUCTORS:**



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Wednesdays, from 1:30–3:20 p.m.

There will be a course web page on [Avenue to Learn](#) (A2L).

I. COURSE DESCRIPTION




This course focuses on the women of the Old Testament in terms of their character, historical setting, role in the overarching OT narrative, and contribution to both OT and Christian theology. It will consider the changing interpretive attitude toward these women through history, and examine various interpretive lenses, including feminist approaches, through which the text is read. The goal is to gain a greater understanding of these women and appreciation of their various roles in the OT, as well as their influence on contemporary Christian theology and worldviews. The course is offered at two levels:

OT 6XW6 MA/PhD

OT 3XW3 MDiv/MTS Specializations: (BS/CC/CT/CW) Biblical Studies, Church and Culture, Christian Thought and History, Christian Worldview (See http://www.mcmasterdivinity.ca/sites/default/files/documents/mdiv-mts_specializations_and_outcomes.pdf)

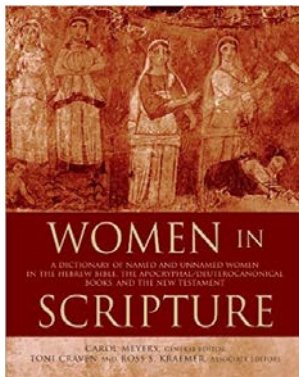
II. LEARNING OUTCOMES



- a.  Knowing
- To know the women of the Old Testaments: their contexts, characters, and roles
 - To understand a variety of feminist approaches to biblical interpretation
 - To understand both the positive and negative contributions of women in the narrative of the Old Testament
 - To understand the contribution of women to OT theology
 - To understand the relevance of OT women to the NT and Christian theology
- b.  Being
- To appreciate the contribution that women have made to the history of faith
 - To appreciate the potential for women's contribution to the academy and the church
 - To grow closer to God through his working through both men and women in the OT text
- c.  Doing
- To evaluate and apply feminist approaches to biblical interpretation
 - To articulate, orally and in writing, the way in which women contribute to OT narrative and theology
 - To be able to dialogue with those in the church who hold different perspectives

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS



Meyers, Carol L., Toni Craven, and Ross Shepard Kraemer. *Women in Scripture: A Dictionary of Named and Unnamed Women in the Hebrew Bible, the Apocryphal/Deuterocanonical Books, and the New Testament*. Boston, MA: Houghton Mifflin, 2000.

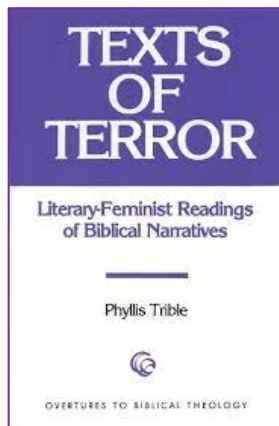
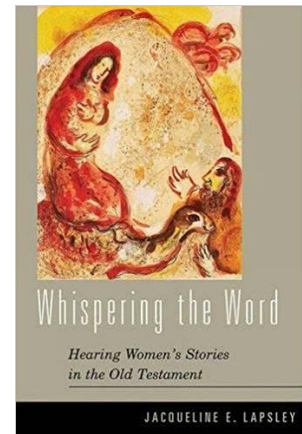
Mills Library: BS 575 .W593 2000 (Reference)

[Google Preview](#)

Lapsley, Jacqueline E. *Whispering the Word: Hearing Women's Stories in the Old Testament*. 1st ed. Louisville, KY: Westminster John Knox, 2005.

Mills Library: BS 521.4 .L37 2005

[Google Preview](#)



Trible, Phyllis. *Texts of Terror: Literary-Feminist Readings of Biblical Narratives*. Overtures to Biblical Theology. Philadelphia: Fortress, 1984.

Mills Library: BS 575 .T74 1984

[Google Preview](#)

All required textbooks for this class are available from the College's book service, R.E.A.D. On Bookstore, Room 145, McMaster Divinity College, or contact R.E.A.D. On Bookstore, 5 International Blvd., Etobicoke, Ontario M9W 6H3. Phone 416.620.2934; fax 416.622.2308; e-mail books@readon.ca. Website:

<http://webhome.idirect.com/~readon/bookstore.html> [XBkEducation](#). Texts may be ordered ahead and sent to your home or purchased at the college. You may also order the texts from online sources.

B. RECOMMENDED RESOURCES

See the bibliography below. These resources are merely a sampling of the many available on this topic. You are advised to search the library catalogue and journal databases, particularly in regard to specific women or biblical books.

C. ASSIGNMENTS AND GRADING

Note that there are separate assignments and grading for each level: OT 3XW3 and OT 6XW6.

Important Note:

Your work in this course will be evaluated according to these four groups of criteria. (Based on Ontario Ministry of Education documents.)

- I. **Knowledge and Understanding:** Knowledge is the mastery of subject specific content; understanding is the comprehension of the content's meaning and significance. It may be demonstrated by coverage of all relevant issues, adequate

background information, deep engagement with the texts and with sources, explaining the significance of biblical passages, etc.

- II. **Thinking and Analysis:** The use of critical and creative thinking skills and processes such as planning, organizing, classification, research, critical analysis, interpretation, and evaluation. It may be demonstrated by logical organization, a clear thesis, logical flow of ideas, compelling evidence, effective use of sources, effective conclusions, etc.
- III. **Application:** The use of knowledge and skills to make connections within existing contexts and with new contexts. It may be demonstrated by the use of knowledge and skills to solve problems and resolve conflicts, the relating of the themes of one book to another, the relating of OT ideas to the NT, the relating of biblical concepts to issues and problems in current society, etc.
- IV. **Communication:** The conveying of meaning in appropriate ways to an audience. It may be demonstrated by the use of correct spelling, punctuation, and grammar, by clear organization of ideas, by the use of clear academic language, by full and correct documentation of sources, by pacing and tone in sermons, etc.

OT 3XW3 (BS/CC/CT/CW)

Reading	10
Book Review <i>Texts of Terror</i> or <i>Whispering the Word</i>	15
A2L Discussion of Articles	10
Specialization Response	30
Exegetical, Research, or Thematic Paper	35
Total Grade	100%

Assignment Details:

1. Assignment 1: Reading 10%. Due on Wednesday, April 11, 2018 by 11:30 pm

Students will submit a detailed list of the reading that they have completed in the core texts, and for assignments, including page spreads for partial reading. Upload your list to the appropriate Assignment Box on A2L as one PDF file only.

2. Assignment 2: Book Review 15%. Due on Wednesday, January 31, 2018 by 11:30 pm

Students will submit a critical book review of either Trible’s *Texts of Terror* or Lapsley’s *Whispering the Word*. Note that this review is NOT a summary of content, but an *evaluative review of the content and argument*. References should be made to specific pages and content in this regard, however. Length: 6–7 pages. Secondary resources are not required but must be properly documented if used. **See the rubric on A2L.** Upload your assignment to the appropriate Assignment Box on A2L as **one PDF file** only.

3. Assignment 3: A2L Discussion 10%. Due on Wednesday, February 28, 2018 by 11:30 pm

Students will participate with the OT 6XW6 students in a class discussion of two articles posted on A2L which illustrate the change in one scholar’s interpretation of a passage:

Exum, J. Cheryl. "'You Shall Let Every Daughter Live': A Study of Exodus 1:8–2:10." *Semeia* 28 (1983): 63–82.

Exum, J. Cheryl. "Second Thoughts About Secondary Characters: Women in Exodus 1:8–2:10." In *Feminist Companion to Exodus and Deuteronomy*, 75–87. Sheffield: Sheffield Academic, 1994.

Comments may be wide ranging, and relate to exegesis, argument, theology, application, etc. However, the comments must be thoughtful and carefully reasoned, not merely unsupported opinions. You are free to agree or disagree with the author and your fellow students, but must do so respectfully. A minimum of three posts will be required of each student, and they will be evaluated in terms of relevance, cogency of argument, and understanding of the articles and scripture. Posts that simply say "I agree with Student X" and the like will not be counted. **See the rubric on A2L.**

4. Assignment 4: Specialization Response 30%. Due on Friday, March 16, 2018 by 11:30 pm

You are to complete ONE of the following assignments which relates to your area of specialization. Document all sources that you use. **Creativity** is encouraged where appropriate, but **quality** is essential. **See the rubric on A2L.** Upload your assignment to the appropriate Assignment Box on A2L in PDF format only.

Biblical Studies

Option A: Interpretive Lenses: Find two interpretations of a passage involving an OT woman (journal articles, a passage from commentaries, etc.). One should be a feminist approach and one should be a non-feminist approach. Of course, there is a wide range of approaches within each category; some are more traditional or radical than others. In a 5–6 page paper, evaluate the two interpretations in terms of their strengths and weaknesses, and the value of the conclusions they draw. And remember, not all feminist interpreters are women! See the next option for hints on identifying feminist interpreters.

Option B: Women Interpreters:

Investigate a specific woman interpreter of scripture, contemporary or historical. In a 5–6 page paper, describe her context, her approach to biblical interpretation, her writing, and the way she was viewed by her contemporaries. Read some of her original material and comment evaluatively on it. Check books such as these for ideas for contemporary interpreters:

Day, Linda, and Carolyn Pressler, eds. *Engaging the Bible in a Gendered World: An Introduction to Feminist Biblical Interpretation in Honor of Katharine Doob Sakenfeld*. 1st ed. Louisville, KY: Westminster John Knox, 2006.

Junior, Nyasha. *An Introduction to Womanist Biblical Interpretation*. 1st ed. Louisville, KY: Westminster John Knox, 2015. (This talks about feminists too.)

A good starting point for finding historic interpreters would be:

Taylor, Marion Ann, and Agnes Choi. *Handbook of Women Biblical Interpreters: A Historical and Biographical Guide*. Grand Rapids, MI: Baker Academic, 2012 (Mills Library BS 501 .A1 H36; [Google Preview](#)).

Many of the works of historical interpreters are readily available online.

Church and Culture

Option A: Preaching:

Prepare and record (audio or video) a sermon of 20-25 minutes on one or more of the women of the OT. State your audience; your sermon should be relevant to the cultural context of this audience. This sermon must be written specifically for this course and must not be recycled material. Include a typed version of the sermon that includes appropriate documentation.

Option B: Liturgy:

Prepare a 30 minute liturgy for a church, missional, or parachurch situation that will be relevant to a particular cultural context and which will focus in some way on women in the OT. It might be a Mother's Day or International Women's Day service, an outreach to women, a conference relevant to women, etc. Both men and woman may be present. Describe briefly the message of the sermon/talk that will be delivered during your liturgy (you do not have to write this yourself). The service may be traditional, contemporary, or blended. Prepare a bulletin listing the topic of the sermon/talk, music, songs, prayers, etc. Please provide the text of prayers and links to the music/songs (or upload the files). Include a 2-3 page explanation of why you chose these elements for your liturgy.

Christian Thought and History

Option A: Historical Women Interpreters:

The assignment Option B: Women Interpreters under Biblical Studies would also be appropriate here if you focus on a historical figure.

Option B: Historical Interpretation of OT Women:

Read three historical approaches to the interpretation of one specific woman in the OT. One approach may be contemporary. An electronic example from the McMaster catalogue is:

Thompson, Henry Adams. *Women of the Bible Consisting of Biographical and Descriptive Sketches of the Representative and More Important Women of Old Testament and New Testament Times, as Viewed in the Light of Our Present Day Civilization*. Dayton, Ohio: U.B. Publishing, 1914.

Also try old commentaries in the public domain, such as Matthew Henry's (a example on Deborah: <http://www.biblestudytools.com/commentaries/matthew-henry-complete/judges/4.html>). Of course, you only need to read the relevant parts of these sources. There are many more in our library and online. In a 5–6 page paper, describe how the theological interpretation of the role of this woman has changed over time.

Christian Worldview

Option A: Worldview of a Movie: Select a contemporary movie that focuses on a woman of the OT. This should not be a "Christian" movie. For example, there are several movies called *Samson and Delilah* (1996, 2009, etc.), *Esther* (2000), *Queen Esther*, *One Night with the King* (2006), *The Book of Esther* (2013), *The Book of Ruth* (2010). Also, Exodus movies (e.g., *Exodus: Gods and Kings*, 2014) may portray Miriam, Jochebed, and Zipporah. Select such a movie and watch it. In a paper of 5-6 pages, evaluate the worldview represented by

the movie, and how it is similar to and/or different from your Christian worldview. Note: focus on the worldview; do not simply identify differences between the movie and the biblical story.

Option B: Lesson Plan:

Create a Sunday school lesson for grade school children or high school students, or a small group study for adults, that deals with a woman of the OT. Focus on how the material is relevant for Christians today *and how it might reinforce or challenge their worldview*. For example, Deborah may relate to the role of women in the church, Esther may connect to the oppressed, or Ruth may relate to problems of immigrants or the marginalized. Specify the age level and nature of your class. Include the purpose of the lesson, the strategies, and the lesson materials.

5. Assignment 4: Exegetical, Research, or Thematic Paper 35%. Due on Friday, April 6, 2018 by 11:30 pm

Students will prepare a paper of approximately 15-18 pages, double spaced.

- **Biblical Studies Specialization:** Exegetical paper on a specific passage of Scripture or a Research Paper on a relevant topic.
- **Church and Culture Specialization:** Interpretation/Application paper with an emphasis on understanding and applying the text in today's church and culture, or a Research Paper on a relevant topic.
- **Christian Thought and History or Christian Worldview Specialization:** Thematic paper with an emphasis on application to contemporary or historical theology, worldviews, or issues, or a Research Paper on a relevant topic..

Topics and passages must be approved by one of the professors ahead of time. At least 10 academic secondary sources are required for these papers, and all must be used and cited in the paper. Sources may include the class texts, monographs, commentaries, and articles from journals or books. Sources must NOT include web sites (other than on-line databases for articles and historical sources, unless with the instructor's permission), one volume Bible dictionaries, study Bibles, Bible translations, and dated devotional commentaries (such as Matthew Henry's) unless used in a historically oriented paper. Note, however, that students may wish to use relevant websites as additional resources that illustrate contemporary worldviews or application issues. Recent sources are preferred.

Please avoid lengthy quotations from these sources; integrate the information into your own writing, **documenting paraphrase as well as direct quotation**. Do not include a lengthy paraphrase with an all-encompassing footnote at the end of the paragraph. Material must be processed and integrated with your own ideas with each borrowed idea referenced separately. Do not include lengthy biblical quotations. Note: Often, references to other parts of the Old or New Testaments are very appropriate, but you **MUST** demonstrate their relevance in your paper, not assume it. **See the rubric on A2L**. Upload your paper as **one PDF file only** to the appropriate Assignment Box on A2L.

a. Exegetical Paper (Biblical Studies):

Students will select one self-contained OT pericope that involves a woman character

and complete an exegetical analysis. The paper should include (not necessarily in this order):

- i. A clear statement of your thesis in the introduction
- ii. The historical and cultural context of the passage and book
- iii. A exegesis of the pericope
- iv. Reference to the Hebrew of the original text (if you have taken Hebrew; if not, rely on commentaries that discuss the Hebrew)
- v. Explanation of how your pericope fits within its context as a whole
- vi. Theological reflections on the pericope (integrate with your exegesis)
- vii. Relevant connections to the rest of the OT, NT (optional)
- viii. A clear conclusion

b. Interpretation/Application Paper (Church and Culture):

Students will select an OT passage that involves a woman character(s), interpret it, and suggest contemporary applications for the church. The paper should include (not necessarily in this order):

- i. A clear statement of your thesis in the introduction
- ii. A deep engagement with the passage in its historical context
- iii. Exegesis of any significant or controversial verses
- iv. Contemporary theological reflections on the passage
- v. Relevant connections to other parts of the OT, NT (optional)
- vi. Suggestions for applications to the contemporary church, cultural context, missions, evangelism, etc.
- vii. A clear conclusion

c. Thematic/Theology Paper (Christian Thought and History or Christian Worldview)

Students will examine a relevant theme or theology of an OT passage that involves a woman character or characters. The paper should include (not necessarily in this order):

- i. A clear statement of the thesis in the introduction
- ii. A clear explication of the theme/theology and its importance
- iii. Analysis of relevant passages that relate to the theme
- iv. Exegesis of any significant or controversial verses
- v. Theological reflections on the theme
- vi. Implications of the theme for the history of Christian thought or a contemporary Christian worldview
- vii. A clear conclusion

d. Research Paper (Biblical Studies, Christian Thought and History, Church and Culture, or Christian Worldview):

Students will research a relevant topic that relates to an OT woman character or characters. The paper should include (not necessarily in this order):

- i. A clear statement of the thesis in the introduction and a description of its importance
- ii. Thoughtful interaction with relevant scholars and secondary sources
- iii. Critical evaluation of information
- iv. Analysis of relevant OT passages that relate to the topic

- v. Implications of the topic for your area of specialization
- vi. A clear conclusion that summarizes the results of your research

OT 6XW6

Reading	10
Class Leadership (Seminar/Lesson)	20
A2L Discussion of Articles	10
Annotated Bibliography	20
Research Paper	40
Total Grade	100%

Assignment Details:

1. Assignment 1: Reading 10%. Due on Wednesday, April 11, 2018 by 11:30 pm

Students will submit a detailed list of the reading that they have completed in the core texts and in supplemental resources, including page spreads. The reading should total approximately 5000 pages. Upload your reading list to the appropriate Assignment Box on A2L in PDF format only.

2. Assignment 2: Class Leadership 20%. Due on various dates by the 1:30 pm class.

Students will negotiate with the professors to lead a class segment of 20-30 minutes related to the course content. This may take the form of a lecture, class discussion, seminar, or learning activity. **See the rubric on A2L.**

3. Assignment 3: A2L Discussion 10%. Due on Wednesday, February 28, 2018 by 11:30 pm

Students will participate with the OT 3XW3 students in a class discussion of two articles posted on A2L which illustrate the change in one scholar's interpretation of a passage:

Exum, J. Cheryl. "You Shall Let Every Daughter Live': A Study of Exodus 1:8–2:10." *Semeia* 28 (1983): 63–82.

Exum, J. Cheryl. "Second Thoughts About Secondary Characters: Women in Exodus 1:8–2:10." In *Feminist Companion to Exodus and Deuteronomy*, 75–87. Sheffield: Sheffield Academic, 1994.

Comments may be wide ranging, and relate to exegesis, argument, theology, application, personal spirituality, etc. However, the comments must be thoughtful and carefully reasoned, not merely unsupported opinions. You are free to agree or disagree with the author and your fellow students, but must do so respectfully. A minimum of three posts will be required of each student, and they will be evaluated in terms of relevance, cogency of argument, and understanding of the articles and scripture. Posts that simply say "I agree with Student X" and the like will not be counted. **See the rubric on A2L.**

4. Assignment 4: Annotated Bibliography 20%. Due on Friday, March 30, 2018 by 11:30 pm

As you read and research your major paper (see below #5), you are to construct an

annotated bibliography of the resources that you incorporate. Begin with your thesis/research statement. Then, for each source, provide bibliographic data according to the MDC Style Guide, followed by a brief description and evaluation of the argument, together with an assessment of its relevance for your own research (≈250 words per entry, not including bibliographic data). This assignment will be due one week before the actual paper. **See the rubric on A2L.** Upload your bibliography to the appropriate Assignment Box on A2L in PDF format only.

5. Assignment 5: Research Paper 40%. Due on Friday, April 6, 2018 by 11:30 pm

This paper will focus on an approved research topic related to the women of the OT. You are encouraged to select a topic that relates in some way to your own research focus. The research topic must be approved by one of the professors. You should produce a paper that could be a journal article, form part of a thesis or dissertation, and/or be presented at a scholarly conference. The paper should total 25 pages, including bibliography, ±10%.

At least 20 academic secondary sources are required for these papers, and all must be used and cited in the paper. Sources will include academic monographs, articles from journals or books, and commentaries, and must include *at least 3* articles from peer reviewed / refereed journals. By way of supplement to these 20 sources, a student may use a maximum of 2 internet resources. Students are responsible for the quality of the sources chosen. Recent sources are preferred.

Please avoid lengthy quotations from these sources; integrate the information into your own writing, **documenting paraphrase as well as direct quotation.** Do not include a lengthy paraphrase with an all-encompassing footnote at the end of the paragraph. Material must be processed and integrated with your own ideas with each borrowed idea referenced separately. Do not include lengthy biblical quotations. **See the rubric on A2L.** Upload your paper, as **one PDF file only**, to the Assignment Box on A2L.

Policy for Late Assignments:

Marks will be deducted for late assignments if there is no valid reason, such as illness (a doctor's note may be required) or serious family crisis. The deduction will be 4% per day. Extensions must be approved before the due date.

IV. COURSE SCHEDULE

Wk	Date	Content
1	Jan 10	Introduction and Syllabus; The Social/Historical Context of Women in the OT
2	Jan 17	Women of the Pentateuch (Genesis)
3	Jan 24	Women of the Pentateuch (Exodus–Deuteronomy)
4	Jan 31	Women of the Conquest 1 (Joshua/Judges)
5	Feb 7	Women of the Conquest 2 (Joshua/Judges)
6	Feb 14	Women of the Kingdoms 1 (Samuel–Kings, Chronicles, including Women Prophets/Wise Women)
7	Feb 21	Women of the Kingdoms 2 (Samuel–Kings, Chronicles, including Women Prophets/Wise Women)

8	Feb 28	Women of the Kingdoms 3 (Samuel–Kings, Chronicles, including Women Prophets/Wise Women)
9	Mar 7	Women of Wisdom 1 (Psalms, Proverbs, Job, Song, Lamentations, Ecclesiastes)
10	Mar 14	Women of Wisdom 2 (Psalms, Proverbs, Job, Song, Lamentations, Ecclesiastes)
11	Mar 21	Women of the Prophets
12	Mar 28	Women of the Exile (Esther, Ezra-Nehemiah)
13	Apr 4	Overview and Conclusions: Historical Trends in Interpretation and Critique of Interpretive Methods
14	Apr 11	Overview and Conclusions: OT Women in Christian Theology

V. CLASSROOM BEHAVIOUR, ATTENDANCE, AND PARTICIPATION

- Students are expected to be on time for class. Admittedly, unavoidable delays do occasionally happen. If you arrive late, please enter as quietly as possible and give an explanation to the professor after class.
- Students are also expected to stay for the entire class session.
- Computers and tablets should only be used for class related purposes, not for social networking and the like.
- All thoughtful student participation is welcome. There are no “dumb questions” or “stupid answers.” Students will respect the contributions of other students, although they may disagree, and respond to them without ridicule or scorn.
- Students may eat or drink in class as long as they do so quietly and unobtrusively and clean up afterwards.

VI. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses

<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>. Failure to observe appropriate form will result in grade reductions.

Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

Academic Dishonesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one’s own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one’s academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please

refer to the Divinity College Statement on Academic Honesty at <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

Disclaimer: This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

Partial Bibliography

These resources are merely a sampling of the many available on this topic. You are advised to search the library catalogue and journal databases, particularly in regard to specific women or biblical books.

- Ackerman, Susan. *Warrior, Dancer, Seductress, Queen: Women in Judges and Biblical Israel*. 1st ed. The Anchor Bible Reference Library. New York: Doubleday, 1998.
- Assis, Elie. "Man, Woman, and God in Judg 4." *SJOT* 20 (2006) 110–24.
- Bach, Alice. *Women, Seduction, and Betrayal in Biblical Narrative*. Cambridge, UK; New York, NY: Cambridge University Press, 1997.
- Bal, Mieke. "A Body of Writing: Judges 19." *Continuum (St. Xavier College, Chicago, IL)* 1 (1991) 110–26.
- . *Death and Dissymmetry: The Politics of Coherence in the Book of Judges*. Chicago Studies in the History of Judaism. Chicago: University of Chicago Press, 1988.
- . *Lethal Love: Feminist Literary Readings of Biblical Love Stories*. Indiana Studies in Biblical Literature. Bloomington: Indiana University Press, 1987.
- . *Murder and Difference: Gender, Genre, and Scholarship on Sisera's Death*. Indiana Studies in Biblical Literature. Bloomington: Indiana University Press, 1988.
- Barton, William. *A Catalogue of Virtuous Women Recorded in the Old & New Testament*. London: [printed by] W. Godbid, for William Cooper at the Pellican in Little-Britain, 1671. Kindle edition.
- Beavis, Mary Ann. "The Resurrection of Jephthah's Daughter: Judges 11:34–40 and Mark 5:21–24, 35–43." *CBQ* 72 (2010) 46–62.
- Bechtel, Carol M. *Esther*. Interpretation, a Bible Commentary for Teaching and Preaching. Louisville, KY: Westminster John Knox, 2002.
- Beller, David. "A Theology of the Book of Esther." *Restoration Quarterly* 39 (1997) 1–15.
- Bellis, Alice Ogden. *Helpmates, Harlots, and Heroes: Women's Stories in the Hebrew Bible*. 2nd ed. Louisville, KY: Westminster John Knox, 2007.
- Berlin, Adele. *Lamentations: A Commentary*. The Old Testament Library. Louisville, KY: Westminster John Knox, 2002.
- Beuken, W. A. M. "No Wise King without a Wise Woman (I Kings iii 16–28)." In *New Avenues in the Study of the Old Testament*, 1–10. Leiden: Brill, 1989.
- Bird, Phyllis A. "The Harlot as Heroine: Narrative Art and Social Presupposition in Three Old Testament Texts." *Semeia* 46 (1989) 119–39.
- . "Sexual Differentiation and Divine Image in the Genesis Creation Texts." In *Image of God and Gender Models in Judaeo-Christian Tradition*, 11–34. Oslo: Solum Forlag, 1991.
- Bland, Dave. "God's Activity as Reflected in the Books of Ruth and Esther." *Restoration Quarterly* 24 (1981) 129–47.

- Block, Daniel I. "Deborah among the Judges: The Perspective of the Hebrew Historian." In *Faith, Tradition, and History*, 229–53. Winona Lake, IN: Eisenbrauns, 1994.
- Blotz, Joseph W. "Bitterness and Exegesis: A Feminist Exegesis of the Book of Ruth." *CurTM* 32 (2005) 47.
- Boda, Mark J., et al. *Daughter Zion: Her Portrait, Her Response*. Ancient Israel and Its Literature. Atlanta: Society of Biblical Literature, 2012.
- Brenner, Athalya. *Are We Amused?: Humour About Women in the Biblical Worlds*. JSOTSup 383. New York: T & T Clark, 2003.
- . *A Feminist Companion to Judges*. Feminist Companion to the Bible 4. Sheffield: JSOT, 1993.
- . *A Feminist Companion to the Song of Songs*. Sheffield: Sheffield Academic, 1993.
- . *The Israelite Woman: Social Role and Literary Type in Biblical Narrative*. 2nd ed. Cornerstones. New York: Bloomsbury T & T Clark, 2015.
- . "Naomi and Ruth: Further Reflections." In *Feminist Companion to Ruth*, 140–44. Sheffield: JSOT, 1993.
- . "To See Is to Assume: Whose Love Is Celebrated in the Song of Songs?" *Biblical Interpretation* 1 (1993) 265–84.
- Brooke, George J. *Women in the Biblical Tradition*. Studies in Women and Religion. Lewiston, NY: Mellen, 1992.
- Calvert-Koyzis, Nancy and Heather E. Weir, eds. *Breaking Boundaries: Female Biblical Interpreters Who Challenged the Status Quo*. Library of Hebrew Bible/Old Testament Studies. New York: T & T Clark, 2010.
- Camp, Claudia V. "The Wise Women of 2 Samuel: A Role Model for Women in Early Israel?" *CBQ* 43 (1981) 14–29.
- Carr, David McLain. "Gender and the Shaping of Desire in the Song of Songs and Its Interpretation." *JBL* 119 (2000) 233–48.
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