



**MCMASTER DIVINITY COLLEGE
COURSE SYLLABUS
FALL 2021**

**HEBREW SYNTAX (JONAH AND RUTH)
(OT 2E03)**

INSTRUCTOR:

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

I. COURSE DESCRIPTION

This course develops the students' understanding of Hebrew syntax. It involves a deeper study of Hebrew grammar using the books of Jonah and Ruth. It considers the historical and cultural context of these books, their meaning, and their place in the story of Israel. It also considers their relevance and meaning for the church today. A major focus, however, is developing competency in translating and exegeting the Hebrew text with reference to more advanced grammars and secondary sources. This course will continue the emphasis of Hebrew 1 and 2: how the linguistic elements, both syntactic and semantic, contribute to meaning.

This is a fully online course. A course website is located at <https://avenue.mcmaster.ca/>. The course will be presented as a "flipped classroom." Students will watch the videos on A2L, utilize resources, and research independently. However, every week students will attend synchronous online workshops (1.5 hours) via Webex, which will be **held on Thursdays from 1:00pm-2:50pm** and recorded for those who are occasionally unable to attend due to illness or unforeseen events.¹ These will give further help with syntax, give opportunities for questions, clarify concepts, and include discussion of the students' ongoing work.




Note: It is assumed that students have already taken first year Introductory Hebrew and have a basic understanding of Hebrew grammar.

¹ Webex, which is similar to Zoom, is free for students when the professor sets up the meetings. Here is a basic video explaining how Webex works: <https://www.youtube.com/watch?v=fe5FnEUKtaE> (for the purposes of this video, you are the woman logging on).

OT 2E03 MDiv/MTS Specializations: (BS/PS) Biblical Studies, Pastoral Studies (See <https://mcmasterdivinity.ca/apply/specializations/>)

II. LEARNING OUTCOMES



- a.  Knowing
- To understand the cultural, historical, and situational context of the books of Ruth and Jonah
 - To increase knowledge of Hebrew vocabulary by focusing on the books of Ruth and Jonah
 - To develop a deeper knowledge of Hebrew syntax and the way it functions to communicate meaning
- b.  Being
- “To present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.” (2 Tim 2:15)
 - To be a mature and responsible interpreter of Scripture as taught by the Spirit (1 Cor 2:6–16)
 - To allow the books of Ruth and Jonah to motivate, form, and transform our faith, worship, and Christian way of life
- c.  Doing
- To develop skill in translating Hebrew in a way that effectively communicates meaning
 - To use available linguistic information intelligently in understanding and interpreting Hebrew Scripture
 - To move from grammatical analysis to interpretation and application
 - To apply the message of Ruth and Jonah to contemporary society

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS AND RESOURCES

Required Texts

1. Biblia Hebraica Stuttgartensia: A print or electronic version with the critical apparatus. Check this carefully since some electronic versions do not have the apparatus.

Print versions: ISBN-13: 978-1598561623 or ISBN-13: 978-1598561609.

For Logos:² <https://www.logos.com/product/180637/biblia-hebraica-stuttgartensia-sesb-20-version>

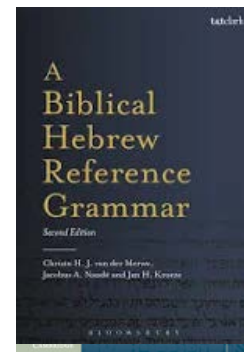
For Accordance: <https://www.accordancebible.com/store/details/?pid=BHS-T>



2. Van der Merwe, C. H. J., et al. *A Biblical Hebrew Reference Grammar*. 2nd ed. New York: Bloomsbury T&T Clark, 2017. (Available on DTL and in electronic format for Logos.)

3. Stuart, Douglas K., *Hosea-Jonah*. Word Biblical Commentary 31. Dallas: Word, 1989. (Now distributed by Zondervan; Available for Logos, Accordance, Kindle, on DTL)

4. Bush, Frederic William, *Ruth, Esther*. Word Biblical Commentary 9. Dallas: Word, 1996. (Now distributed by Zondervan; Available for Logos, Accordance, Kindle, on DTL)









Note: There are many other excellent commentaries on Jonah and Ruth that you can and should consult (see the DTL). However, the Word series deals in depth with the Hebrew without transliteration. Note that these are much more easily obtained in electronic versions.

² You do not need to purchase a Logos package to buy individual resources. A free academic version is available for download for students who register: <https://www.logos.com/academic-basic>

Required Resources

1. **Videos:** There are a number of free videos prepared specifically for this course that focus on a variety of relevant topics. Links to these are provided on A2L. Log onto A2L with your MAC ID: <https://avenue.mcmaster.ca/>.

 <p>Subject Complements 16:32</p>	Syntax, Complements and Adj... McMaster Divinity College Resources	 <p>Intro to BHS with accents Par... McMaster Divinity College Resources</p>
 <p>VERBAL SYSTEMS 2 21:13</p>	Syntax, Volitionals, Non Finite... McMaster Divinity College Resources	 <p>Intro to BHS with accents Par... McMaster Divinity College Resources</p>
 <p>Functions of the Infinitive Construct 23:24</p>	Syntax, Volitionals, Non Finite... McMaster Divinity College Resources	 <p>Syntax, How to Use Bible Onli... McMaster Divinity College Resources</p>

2. Website:

Bible Online Learner:

<https://bibleol.3bmoodle.dk/>

This free site will be of much assistance in understanding the functions of word groups and also syntax, ranks, and embedding.

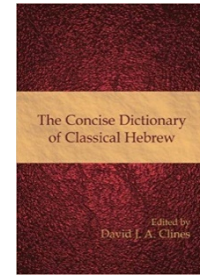


3. Lexicons:

You must have access to a good lexicon. Note that BDB is no longer considered an appropriate academic resource. Do not use the online free lexicons on sites such as Bible Gateway, BibleHub, and Blue Letter Bible which are old and inadequate. These are your options:

The best one volume lexicon is:

Clines, David J. A., David M. Stec, and Jacqueline C. R. De Roo. *The Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix, 2009. (Available on DTL and in electronic format from Accordance.)



You will strongly benefit from access to these advanced multivolume lexicons. They are available from the McMaster library and may be available in the reference section of other university, college, and seminary libraries. You may want to purchase these for Bible software (which is much cheaper than buying print versions). For those intending to continue the study of Old Testament and Hebrew, these are a valuable investment.

Clines, David J. A., et al., eds. *The Dictionary of Classical Hebrew (DCH)*. 8 vol. Sheffield: Sheffield Academic, 1993–2011. (This is particularly helpful for syntax. Available from Logos, Accordance. The first two volumes of 8 are available on DTL and I have been told that that the rest will be posted in January.)

Köhler, Ludwig, et al. *The Hebrew and Aramaic Lexicon of the Old Testament (HALOT)*. 5 vol. Leiden; New York: Brill, 1967–1994. (Available in a searchable version on DTL, and from Logos, Accordance)

Supplementary Resources

1. **Reading and Pronunciation Helps:** It is expected that you will read through both Jonah and Ruth in Hebrew in their entirety during this course as you complete your assignments. You may do this in BHS, but if you feel that you need more support, the following resources are user friendly and extremely helpful. They offer both pronunciation support and English subtitles. There are no marks assigned specifically for this reading, but you may lose up to 10% on your grade for lack of completion.

a) **Website: Animated Hebrew Jonah**

http://www.animatedhebrew.com/jonah/jonah_01.html (Free site teaching you to read and pronounce Hebrew, with English subtitles.)



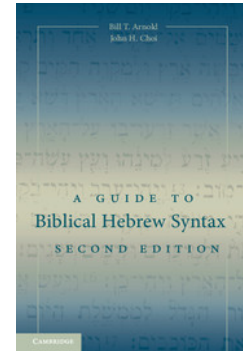
b) Sefer Rut: The Book of Ruth Audio/Video Companion

In Hebrew with Hebrew and English subtitles. Available from Glossahouse: (Purchase and download for ~C\$15) <https://www.glossahouse.com/product-page/sefer-rut-the-audio-video-companion-to-illustrated-ruth> (See <https://www.youtube.com/watch?v=0jnfcmIbEQ> for a sampler.)

Supplemental Grammars:

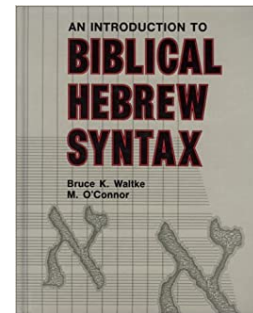
Arnold, Bill T. and John H. Choi, *A Guide to Biblical Hebrew Syntax*. Second ed. Cambridge, UK; New York: Cambridge University Press, 2018. (Available for Kindle)

This is a commonly used Hebrew grammar. However, it is relatively short and uses dated terminology. For serious research, it is still worth comparing with the other grammars.

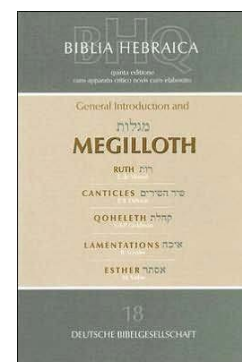
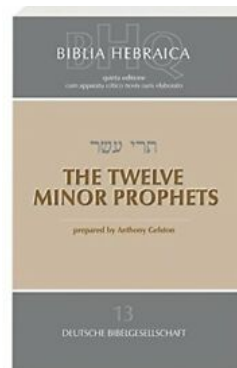


Waltke, Bruce K. and Michael Patrick O'Connor, *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990. (Available in electronic format for Logos and Accordance.)

This grammar is a bit older and uses some dated terminology, but it is very helpful and accessible for intermediate students. It gives lots of examples.



Biblia Hebraica Quinta (the new updated critical edition of the Hebrew Bible, which is partially complete) is available for both Jonah and Ruth. You may want to see if they give any new insights to the text or its interpretation. They should be available from your university library. They are also available for Logos and Accordance.



Morphology Summary Van Pelt, Miles V., and Gary Davis Pratico. *Charts of Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2007. (This is a clear and accessible summary of morphology.)

Textbook Purchase: All required textbooks for this class are available from the College's book service, READ On Bookstore, located in the Hurlburt Family Bookstore off Cullen Hall, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International

Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. You can arrange to have books sent to you. Other book services may also carry the texts.

C. ASSIGNMENTS AND GRADING

Translation Exercises	20%
Participation in Workshops and Discussions	15%
Analysis Paper 1: Jonah	20%
Analysis Paper 2: Ruth	35%
Vocabulary	10%
Total Grade	100%

Assignment Details:

Note: All written assignments must be submitted to A2L as a single **PDF document only**.

1. Assignment 1: Translation Exercises 20%. Friday, Oct 22 by 11:30 pm (Jonah)
Friday, Dec 3 by 11:30 pm (Ruth)

You will provide your own annotated translations for any 15 verses from Jonah and 15 verses from Ruth. These may be in one self-contained passage or two or more shorter passages. Think ahead: choose material that will provide the basis of your analysis assignments below. Your translation should not be based on any English version (NIV, JPS, NASB, etc), but rather should be a translation that you produce based on your reading of the Hebrew and drawing on Hebrew lexicon(s) and grammar(s).

Analyze the syntax of each verse as on the **example provided on A2L**. You may not be able to complete these skills easily at first, but they will be developed gradually as we move through the semester. For each verse you will:

1. Parse all except common verbs.
2. Divide the verses into clauses: main/principle and subordinate. For subordinate clauses, indicate their relation to the main clause.
3. Identify all modifiers of verbs or nouns, whether they consist of words, phrases, or clauses.
4. Note the meaning of any important vocabulary based on context, explaining briefly why you chose that option from the semantic range.
5. For one syntactical item in each verse, locate information from one of the grammars recommended above that helps explain its function.
6. Note any textual variants using the critical apparatus.
7. Give an English translation that reflects the meaning of the Hebrew.

2. Assignment 2: Participation in Workshops and Discussions 15%. Held on Thursdays from 1:00pm-2:50pm.

Students will participate in online workshops (which will be held over WebEx) and in the discussion forums on A2L. The workshops will give further help with grammar and reading, and will also offer opportunities for discussion. The discussion forums will deal with interpretation of the books of Jonah and Ruth as we progress through them and help with your papers. You will be expected to read various interpretations of the books being studied. See the bibliography for suggestions. Your thoughtful participation in and contribution to these activities will be graded.

3. Assignment 3: Analysis 1: Jonah 20%. Friday, Nov 5 by 11:30 pm

Note that this assignment is weighted less than Analysis 2 since students are still learning concepts and the evaluation is more formative. Students will choose one passage from the book of Jonah of 5 to 8 verses with interesting or perhaps controversial features and explain any significant lexical/grammatical /syntactical components and how they contribute to meaning in a response of 5 to 8 pages. Your translation exercises will have given you a good start on this paper. Your paper must have a thesis statement that gives the goal of your argument; this must then be supported with evidence. You are expected to cite at least 5 appropriate reference works that discuss your passage and/or its wording (i.e., the major biblical commentaries and scholarly articles (Hebrew grammars and lexicons are to be used but are not considered one of the 5 resources).³ A rubric for evaluation is posted on A2L; please check it before writing your paper.

When incorporating quotations, be sure to follow the “lead up, speak up, follow up” paradigm discussed in class. Do not put one “all encompassing” footnote at the end of a paraphrased paragraph. Cite each piece of information separately. Avoid lengthy quotations; process the information and incorporate it in your argument with a footnote. Make sure that you are aware of what constitutes plagiarism in order to avoid it.

Your paper should include these three major sections, but the parts within each section should be integrated and dealt with in whatever order is appropriate:

- i. **Introductory Material** (10–15% of paper):
 - a. A clear statement of the thesis
 - b. The historical and cultural context of the passage
 - c. Explanation of how your passage fits within the book as a whole
- ii. **Analysis** (75–80% of paper)
 - a. A detailed exegesis of the passage
 - b. A focus on how the lexis and syntax relates to meaning
 - c. Interaction with Hebrew grammars and lexicons

³ Note that study Bibles, one volume Bible commentaries, one volume Bible dictionaries, popular books, websites, and dated resources (pre 1970) are not acceptable at the graduate level without special permission from the professor. There are some justifiable exceptions.

- d. Thoughtful interaction with what other scholars say about the passage
- iii. **Conclusions** (5–10% of paper):
 - a. A clear conclusion about the meaning of the passage
 - b. A restatement of your thesis
 - c. Possible applications to contemporary Christianity.

4. Assignment 4: Analysis 2: Ruth 35%. Friday, Dec 10 By 11:30 pm

This assignment is worth more than the last one because you have had more input and practice and the evaluation is more summative. Students will choose one passage from the book of Ruth of 5 to 8 verses with interesting features and follow the instructions for Assignment 3. A rubric for evaluation is posted on A2L; please check it before writing your paper.

5. Assignment 5: Vocabulary 10%. Quiz 1: Friday, Oct 15 by 11:30 pm; Quiz 2: Friday, Nov 26 by 11:30 pm

You will be tested on the 300 most common words in the books of Jonah and Ruth by means of an inline quiz on A2L. You may know many of the high frequency words already. I have set up a class resource with flash cards and practice activities at <https://quizlet.com/join/W6hqtcTs7> .



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 3% per day. Extensions must be approved before the due date.

IV. COURSE SCHEDULE (📺 = video on A2L)

Wk	Date	Content	Assignments/Quizzes
1	Sep 13–17	<ul style="list-style-type: none"> • Introduction to Jonah • Metafunctions and Syntax 📺 	<ul style="list-style-type: none"> • Read the book of Jonah in English • Read the introduction to the book of Jonah from Stuart’s WBC commentary. • Contribute to discussions • Study Vocabulary

2	Sep 20–24	<ul style="list-style-type: none"> • Introduction to BHS Parts 1 and 2 • Lexical Analysis 	<ul style="list-style-type: none"> • Contribute to discussions • Study Vocabulary
3	Sep 27–Oct 1	<ul style="list-style-type: none"> • Jonah 1 • Syntactical Analysis 	<ul style="list-style-type: none"> • Read Jonah 1 in Hebrew⁴ • Work on Translations • Contribute to discussions • Study Vocabulary
4	Oct 4–8	<ul style="list-style-type: none"> • Jonah 2 • Nominals 1: Parts of Speech, Word Order, Nouns, Article 	<ul style="list-style-type: none"> • Read Jonah 2 in Hebrew • Work on Translations • Contribute to discussions • Study Vocabulary
5	Oct 11–15	<ul style="list-style-type: none"> • Jonah 3 • Nominals 2: Adjectives, Pronouns, and Nominal Clauses 	<ul style="list-style-type: none"> • Read Jonah 3 in Hebrew • Work on Translations • Contribute to discussions • Study Vocabulary • Fri, Oct 15: Vocab Quiz 1 (Frequency 1 to 160)
6	Oct 18–22	<ul style="list-style-type: none"> • Jonah 4 • Verbal Systems 1: TAM, Stems, Conjugations, Volitionals 	<ul style="list-style-type: none"> • Read Jonah 4 in Hebrew • Work on Translations • Contribute to discussions • Study Vocabulary • Fri, Oct 22: Jonah Translations Due
7	Oct 25–29	Intensive hybrid week (no class session—work ahead for next week if you can)	
8	Nov 1–5	<ul style="list-style-type: none"> • Writing Skills: Using Hebrew in Analysis • Introduction to Ruth • Complements and Adjuncts 	<ul style="list-style-type: none"> • Mon, Nov 1: Complete reading verification “quiz” #1 on A2L • View video • Apply learning to writing your paper • Fri, Nov 5: Jonah Analysis Due • Read the book of Ruth in English • Read the introduction from Bush’s WBC commentary. • Contribute to discussions
9	Nov 8–12	<ul style="list-style-type: none"> • Ruth 1 • Verbal Systems 2: Volitionals; Non-Finite (Infinitives, Participles) 	<ul style="list-style-type: none"> • Read Ruth 1 in Hebrew • Work on Translations • Contribute to discussions • Study Vocabulary

⁴ For excellent resources to assist with this, see information about Animated Hebrew and Sefer Rut above.

10	Nov 15–19	<ul style="list-style-type: none"> • Ruth 2 • Phrases and Clauses 1: Prepositions and Conjunctions; Subordination 	<ul style="list-style-type: none"> • Read Ruth 2 in Hebrew • Work on Translations • Contribute to discussions • Study Vocabulary
11	Nov 22–26	<ul style="list-style-type: none"> • Ruth 3 • Phrases and Clauses 2: Relative Clauses, Variations and Meaning 	<ul style="list-style-type: none"> • Read Ruth 3 in Hebrew • Work on Translations • Contribute to discussions • Study Vocabulary • Fri, Nov 26: Vocab Quiz 2 (Frequency 1 to 300)
12	Nov 29–Dec 3	<ul style="list-style-type: none"> • Ruth 4 • Phrases and Clauses 3: Embedding, Rank, Relationships 	<ul style="list-style-type: none"> • Fri, Dec 3: Ruth Translations Due • Read Ruth 4 in Hebrew • Work on Translations • Contribute to discussions
13	Dec 6–10	<ul style="list-style-type: none"> • Discourse Issues • Conclusions 	<ul style="list-style-type: none"> • Work on Analysis 2 • Contribute to discussions • Mon, Dec 6: Complete reading verification “quiz” #2 on A2L • Fri, Dec 10: Ruth Analysis Due • Contribute to Discussions

V. ONLINE/WORKSHOP BEHAVIOUR AND PARTICIPATION

- 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 are expected to meet all deadlines. Late assignments are a consequence of poor planning and are unacceptable. In addition, language study is cumulative, and it is necessary to keep to a regular schedule to ensure success. However, if you are genuinely ill or have a major emergency, contact the professor a.s.a.p. for a possible extension.
- Students are expected to attend all online classes. Missing a class in order to work on other assignments is a consequence of poor planning and is unacceptable. If you are genuinely ill or there is a serious emergency, your absence is acceptable. Please email the professor to explain.

VI. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Style

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 <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>. 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 its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Academic Honesty

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 instructors 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.

SELECT BIBLIOGRAPHY

Note that this list is not comprehensive, and there are also numerous scholarly articles available from the university's ATLA database which can be searched by verse references: <http://web.b.ebscohost.com/ehost/search/advanced?vid=0&sid=67d54c23-59e0-4f5a-bfc3-9a6e6df9b0d7%40pdc-v-sessmgr03>

Ruth:

- Anderson, Gary A. "A Marriage in Full." *First Things*, no. 183 (2008): 31-34.
- Beattie, Derek Robert George. "Book of Ruth as Evidence for Israelite Legal Practice." *Vetus testamentum* 24, no. 3 (1974): 251-67.
- Berman, Joshua. "Ancient Hermeneutics and the Legal Structure of the Book of Ruth." *Zeitschrift für die alttestamentliche Wissenschaft* 119, no. 1 (2007 2007): 22-38.
- Bernstein, Moshe J. "Two Multivalent Readings in the Ruth Narrative." *Journal for the Study of the Old Testament*, no. 50 (1991): 15-26.
- Block, Daniel I. *Judges, Ruth*. NAC 6. Nashville, TN: Broadman & Holman, 1999.
- Brenner, Athalya. "Naomi and Ruth: Further Reflections." In *Feminist Companion to Ruth*, 140–44. Sheffield: JSOT, 1993.
- Bush, Frederic. *Ruth, Esther*. Word Biblical Commentary 9. Dallas: Word, 1996.
- Campbell, Edward F. *Ruth: A New Translation with Introduction, Notes, and*

- Commentary*. Anchor Bible 7. 1st ed. Garden City, NY: Doubleday, 1975.
- Chisholm, Robert B., Jr. *A Commentary on Judges and Ruth*. Kregel Exegetical Library. Grand Rapids: Kregel Academic, 2013.
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- Dennison, James T., Jr. "Narrative Art and Biblical Theology in the Book of Ruth." *Kerux* 22, no. 1 (2007): 3-16.
- Fisch, Harold. "Ruth and the Structure of Covenant History." *Vetus testamentum* 32, no. 4 (1982): 425-37.
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- Glanzman, George S. "The Origin and Date of the Book of Ruth." *Catholic Biblical Quarterly* 21, no. 2 (1959): 201-07.
- Glover, Neil. "Your People, My People: An Exploration of Ethnicity in Ruth." *Journal for the Study of the Old Testament* 33, no. 3 (2009): 293-313.
- Gordis, Robert. "Love, Marriage, and Business in the Book of Ruth." In *Light Unto My Path*, 241–64. Philadelphia: Temple University Press, 1974.
- Halton, Charles. "An Indecent Proposal: The Theological Core of the Book of Ruth." *SJOT* 26, no. 1 (2012): 30–43.
- Holmstedt, Robert D. *Ruth : A Handbook on the Hebrew Text*. Baylor Handbook on the Hebrew Bible. Waco, Tex.: Baylor University Press, 2010.
- Hubbard, Robert L. *The Book of Ruth*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1988.
- Jacobson, Diane. "Redefining Family in the Book of Ruth." *Word & World* 33, no. 1 (2013): 5–11.
- Keita, Shadrac, and Janet W. Dyk. "The Scene at the Threshing Floor: Suggestive Readings and Intercultural Considerations on Ruth 3." *Bible Translator (Ja, JI Technical Papers)* 57, no. 1 (2006): 17–32.
- Ketchum, Josh. "The Go'el Custom in Ruth: A Comparative Study." *Restoration Quarterly* 52, no. 4 (2010): 237-45.
- Linafelt, Tod. "Narrative and Poetic Art in the Book of Ruth." *Interpretation* 64, no. 2 (2010): 118-29.
- Mann, Thomas W. "Ruth 4." *Interpretation* 64, no. 2 (2010): 178-80.
- Manor, Dale W. "A Brief History of Levirate Marriage as It Relates to the Bible." *Restoration Quarterly* 27, no. 3 (1984): 129-42.
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- Moore-Keish, Martha L. "Ruth 2." *Interpretation* 64, no. 2 (2010): 174-76.

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- Phanon, Panthakan. "Double Hesed of God in Naomi's Life (Ruth 1:19-22)." *Asian Journal of Pentecostal Studies* 13, no. 1 (2010): 20-39.
- Prager, Yossi. "Megillat Ruth: A Unique Story of Torat Hesed." *Tradition* 35, no. 4 (2001): 15-22.
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