



OTHB 6309 Hebrew Exegesis: Joshua New Orleans Baptist Theological Seminary Biblical Studies Division Fall 2017

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
- 3. Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- 4. Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
- 5. Servant Leadership:** To serve churches effectively through team ministry.
- 6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
- 7. Worship Leadership:** To facilitate worship effectively.

The curriculum competency addressed in this course is biblical exposition.

Course Description

This course gives special consideration to textual, grammatical, syntactical, literary, and historical issues through verse-by-verse and paragraph-by-paragraph analysis in a variety of genres. The course will emphasize proper methods for discovering the meaning of a text and applying it in teaching and preaching. One particular genre has been chosen for emphasis this semester—historical narrative—although some aspects of narrative and speech patterns will likewise be examined.

Student Learning Objectives

By the end of this course, the student will be able to:

1. Discuss the shape and structure of the Book of Joshua.
2. Discuss selected critical issues related to the Book of Joshua.
3. Discuss the impact that the Book of Joshua exerts on the chronological debates about the "history of Israel," as well as its role as "history."
4. Identify and discuss (overview) the message and theology of the Book of Joshua. Apply the lessons of Joshua to the contemporary situation of local churches.
5. Utilize the Hebrew language in the preparation of Bible study, in the following ways:
 - a. Demonstrate the ability to translate Hebrew from the text of Joshua
 - b. Grasp the grammar and syntax of Biblical Hebrew
 - c. Investigate words, phrases, and literary structure of Joshua

Course Teaching Methodology

The course will involve the following methodologies:

1. The material for each lesson is provided in weekly units for the student to assimilate via self study.
2. Students will demonstrate proficiency in handling the Hebrew text by presenting weekly translations (rough and smooth) of selected Hebrew passages.
3. Students will read (both widely and deeply) in selected, specific areas of the history, grammar, syntax, and biblical theology of the Book of Joshua. Reflection papers, position papers, and threaded discussion boards in which students will engage one another will form a large part of the student's engagement of this study.

Course Texts

Required:

1. *Biblia Hebraica Stuttgartensia*
2. Howard, David M., Jr. *Joshua*. Vol. 5 in *The New American Commentary*. Nashville: Broadman, 1998.
3. Provan, Iain, Philips Long, and Tremper Longman. *A Biblical History of Israel*. Louisville: John Knox Press, 2003.
4. Any quality, approved Hebrew lexicon.

Optional:

1. Kelley, Page H., Daniel S. Mynatt, and Timothy G. Crawford. *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Grand Rapids: Eerdmans, 1998.
2. O'Connor, M. *Hebrew Verse Structure*. Winona Lake: Eisenbrauns, 1997.
3. Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*.
4. Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 2d ed. Minneapolis: Fortress, 2001.
5. Waltke, Bruce and M. O'Connor. *Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.
6. Wurthwein, Ernst. *The Text of the Old Testament*. Translated by Erroll F. Rhodes. Grand Rapids: Eerdmans, 1979.

Course Requirements

1. Students must read all required texts and supplementary materials.
2. Prepare and submit weekly translations, both rough and smooth.
3. On weeks 4, 9, and 13 students will submit the following:
 - a. **Literary Analysis** – Use the Masorah to unlock how the Massorettes understood the flow of the Hebrew text. Develop your analysis of the literary structure of the entire discourse, highlighting the basic units (paragraphs).

- b. **Syntactical Analysis** – You must thoroughly study the role of the verb in the discourse, it's use with the *vav*, as well as main verbs and verbals (infinitives, imperatives, participles). Compile lists of verb stems, frequency, and association with sentence structure.
 - c. **Text Critical Analysis** – Check the critical apparatus for all the verses of the discourse. Identify which TC concerns are significant and briefly discuss solutions. This may directly relate to literary analysis or word studies.
 - d. **Word Studies** – These are short, but well thought out sketches of word meanings as constrained by the current context of the text selected for exposition. Be sure to note any significant issues, especially those highlighted by LXX or DSS data.
 - e. **Clause Analysis** – Present a clausal study of the specific verses chosen for your sermon brief. Discuss the impact of noun clauses that interrupt verbal clauses. Attempt to construct the literary flow of the text in light of these clausal relationships.
 - f. **Genre Analysis** – Be as precise as possible in identifying all genre considerations in the entire discourse. Provide brief support for your analysis.
 - g. **Conjunctions** – Analyze every conjunction used in the passage of your sermon brief text. Be thorough! Be sure to use other scholarly material to assist in your assessment of how the conjunctions are functioning syntactically.
 - h. **Thematic Studies** (and their relationship to exegesis and exposition of your sermon brief) – Reflect on the previous seven areas and determine if the text contains implicit or explicit themes and components. How do these implicit/explicit ideas impact the exegesis/exposition of your sermon brief idea?
4. On weeks 5, 10, and 14 the students will post a sermon brief **by Monday evening** via the Blackboard blog, based on their translations and the eight researched components. Students will then critique four sermons briefs not their own.
 5. Students will take a vocabulary quiz on weeks 1-3, 6-8, and 11-12. The quizzes will be based on translations from the week.
 6. Students will complete a biblical theology paper on a selected theme.

Course Grading System

Translations		25%
Rough Translations	12.5%	
Smooth Translations	12.5%	
Blog/Discussion		20%
Sermon Briefs		10%
Vocabulary Quizzes		15%
Required Reading		10%
Biblical Theology Paper		<u>20%</u>
		100%

Course Policy

Make-up and Extra Credit

No make-up and/or extra credit will be allowed on an individual basis. The structure of this class centers on translation. There will be weekly dialogue questions posted for interaction between students. These questions are not listed in the course grading system above, but if a student shows exemplary work and dialogue, extra credit will be awarded. Making up work (e.g., threaded discussions, etc.) is not permissible. **Every** student is required to take part in three debates/discussions.

Fulfilling the Terms of the Syllabus

No student will receive a passing grade in this course if all assignments are not completed. Failure to submit any major assignment will result in failure of the entire course. A letter grade drop per day for any work not submitted on time should be expected!

Description of Course Requirements

The description of each course requirement **must** be followed by every student. All writing projects must be written in Times New Roman 12 pt font and should follow Turabian 7th edition.

1. **Smooth and Rough Translations:** Each student will turn in weekly translations in the weekly assignment folder. Students can scan their translations or simply type out the smooth and rough translations. If the translations are typed out, the student footnote the significant parsing (students should not parse basic verbs), and important textual critical remarks, and basic syntactical elements. These translations will be due in weeks 1-3, 6-8, and 11-12. **Rough translations are due on Thursday; smooth translations are due on Saturday.**
2. **Blog/Discussion:** On weeks 5, 10, and 12 the students will take part in a blog/discussion. This format is a place for you to share ideas, thoughts, and insights into the texts from the previous weeks. *Every student should include a brief study on any word he/she found to be interesting. Each student should also include discussions related to the following elements: Literary Analysis (of the entire discourse); Syntactical Analysis (of the entire discourse); Exegetical Analysis (of the entire discourse); Clause Analysis (of text for sermon brief); Genre Analysis (of the entire discourse); Conjunctions (of text for sermon brief); Thematic Studies (and their relationship to exegesis and exposition of sermon brief).* Dialogue should take place in this forum. The professor will take part in these discussions and the students should be prepared for multiple exchanges between participants.
3. **Sermon Briefs:** On weeks 5, 10, and 14 each student should post a sermon brief from any passage within the section. A sermon brief should include a sermon outline, background information, exegesis, exposition, and footnotes containing important information from the process of translation and the blog/discussion (e.g., long footnotes are acceptable—think of these notes as information to yourself which you may need in sermon preparation).
4. **Weekly Vocabulary Quizzes:** These quizzes will be given each week translation is completed. The quizzes contain words and/or phrases from the section translated for the week. The quizzes will be downloaded by the student in a PDF format. The student will complete the quiz in one hour. The quiz should be scanned or the answers typed out and submitted in the weekly folder. The will open on Thursday of each week and close on Sunday at midnight.
5. **Reading Log:** Student should keep a reading log for all reading. Each student will read the introduction to Howard's commentary and the commentary portions for the required translations. Also, the student is required to read pages 1-192 in *A Biblical History of Israel*. The student should also read at least 250 pages related to their work in Joshua from sources in the bibliography.
6. **Biblical Theology Paper:** The paper should adhere to the requirements listed below.
 - a. Title page
 - b. Table of Contents
 - c. Structural Analysis - The student should identify and explain similarities and differences in the structure of the primary text to other similar texts found in the Old Testament (i.e., textual assessment)
 - d. Comparative Analysis
 - i. Identify the theological emphases of the text
 - ii. Discuss possible secondary/tertiary theological elements
 - iii. How does Joshua's treatment compare with the rest of the Hebrew Bible? (Students should begin at the textual level and move to a conceptual one.)
 - iv. How have systematic theologians handled this theme?
 - v. How have biblical theologians handled this theme?
 - vi. Can the two methods be reconciled in this text?
 - vii. Does the book of Joshua build upon theology found elsewhere?
 - viii. Does the theological theme change after the book of Joshua?
 - ix. Do the prophets treat theology as revelation itself?
 - x. Do they build upon/expand his theology?
 - e. Bibliography
 - i. Minimum of 30 sources
 - ii. At least 10 systematic/biblical theologies must be consulted and annotated

Papers should be 8-12 pages, single-spaced

Topics for Biblical Theology Paper (the first 5 are on a first come basis).

Land	Miracle (Josh 3-4)
Holy War/Genocide	Priesthood (Josh 21-22)
Origins of Israel	Prophet/Prophecy (Josh 1, 23-24)
Cursing and Blessing	Obedience/Holiness (Josh 5, 24)
Historiography	Sin (Josh 6, 9)
Community/Election (Josh 1, 5, 7)	Kingship (Josh 2, 5, 12)
ANE Deities (Josh 1, 7, 22)	Torah (Josh 1, 21, 23-24)
Covenant Renewal (Josh 24)	Promise (Josh 1, 5, 23-24)
Holy Days/Festivals (Josh 5)	Revelation (Josh 1, 3, 23-24)
Idols and sacred images (Josh 7)	Tabernacle (Josh 3, 6, 8, 9)

Bibliography of Books for Suggested Reading

Who were the Israelites and where did they come from?

William Dever, *Who Where the Israelites and Where Did They Come From?* Grand Rapids: Eerdmans, 2006.

Hess, Richard S., Gerald A. Klingbeil, and Paul J. Ray Jr., eds. *Critical Issues in Early Israelite History.* Bulletin for Biblical Research Supplement 3. Winona Lake: Eisenbrauns, 2008.

What are the minimalist and maximalist views of history in the Book of Joshua?

Davies, Philip, *Memories of Ancient Israel: An Introduction to Biblical History.* Louisville: Westminster, 2008.

Block, Daniel I., Bryan H. Cribb, and Gregory S. Smith, eds. *Israel: Ancient Kingdom or Late Invention?* B&H Academic, 2008.

Long, V. Philips, David W. Baker, and Gordon J. Wenham, eds. *Windows into Old Testament History: Evidence, Argument and the Crisis of "Biblical Israel."* Grand Rapids: Eerdmans, 2002.

Theology, miracle, and canon issues in the Book of Joshua

Gundry, Stanley, ed. *Show Them No Mercy: 4 Views on God and Canaanite Genocide.* Grand Rapids: Zondervan, 2003.

Habel, Norman C. *The Land is Mine: Six Biblical Land Ideologies.* Overtures to Biblical Theology, Philadelphia: Fortress, 1995.

Choose from and read the following articles, along with an additional 100 pages on the theology of Joshua from commentaries, books, and articles.

Butler, Trent C., "The Theology of Joshua." *Review & Expositor* 95 (1998): 203-25.

DeClaissé, Walford, Nancy L., "Covenant in the Book of Joshua," *Review & Expositor* 95 (1998): 227-34.

Ellis, Robert R., "The Theological Boundaries of Inclusion and Exclusion in the Book of Joshua," *Review & Expositor* 95 (1998): 235-50.

House, Paul, "Joshua," pages 197-213 in *Old Testament Theology*, Grand Rapids: InterVarsity Press, 1998.

Miller, Patrick D., "Gift of God: Deuteronomistic Theology of the Land," *Interpretation* 23 (1969): 451-65.

Taylor, Larry M., "Theological Themes in the Book of Joshua," *Southwestern Journal of Theology* 41 (1998): 70-85.

Wenham, Gordon J., "Deuteronomistic Theology of the Book of Joshua," *Journal of Biblical Literature* 90 (1971): 140-48.

Course Schedule

Week	Passage	Assignments and Due Dates
Week 1	Joshua 2	Rough Translation – 8/24 Smooth Translation – 8/26 Vocabulary Quiz – 8/26
Week 2	Joshua 3	Rough Translation – 8/31 Smooth Translation – 9/2 Vocabulary Quiz – 9/2
Week 3	Joshua 4	Rough Translation – 9/7 Smooth Translation – 9/9 Vocabulary Quiz – 9/9
Week 4		Eight Components Research – 9/16
Week 5		Sermon Brief from Josh 1-3; Blog Josh 2-4; Critique SBs – 9/23
Week 6	Joshua 6	Rough Translation – 9/28 Smooth Translation – 9/30 Vocabulary Quiz – 9/30
Week 7	Joshua 7	Rough Translation – 10/5 Smooth Translation – 10/7 Vocabulary Quiz – 10/7
Week 8	Joshua 8	Rough Translation – 10/12 Smooth Translation – 10/14 Vocabulary Quiz – 10/14
FALL BREAK 10/16 – 10/20		
Week 9		Eight Components Research – 10/28
Week 10		Sermon Brief from Josh 6-8; Blog Josh 6-8; Critique SBs – 11/4
Week 11	Joshua 23	Rough Translation – 11/9 Smooth Translation – 11/11 Vocabulary Quiz – 11/11
Week 12	Joshua 24	Rough Translation – 11/16 Smooth Translation – 11/18 Vocabulary Quiz – 11/18
THANKSGIVING BREAK 11/20 – 11/24		
Week 13		Eight Components Research – 12/2
Week 14		Sermon Brief from Josh 23-24; Blog Josh 23-24; Critique SBs – 12/9
Week 15		Biblical Theology Paper – 12/15

SELECTED BIBLIOGRAPHY

Histories of Israel

- Ahlström, Gösta W. *The History of Ancient Palestine from the Palaeolithic Period to Alexander's Conquest*. With a contribution by G. O. Rollefson. Edited by D. Edelman. JSOT Supplement Series 146. Sheffield Academic Press, 1993.
- Bright, J. *A History of Israel*. 3rd ed. Westminster, 1981.
- Dever, William G. *What Did the Biblical Writers Know and When Did They Know It? What Archaeology Can Tell Us about the Reality of Ancient Israel*. Eerdmans, 2001.
- Liverani, Mario. *Israel's History and the History of Israel*. Trans. C. Peri and P. R. Davies. Equinox, 2005.
- Mathews, Victor H. *A Brief History of Ancient Israel*. Louisville: Westminster John Knox, 2002. Moderately critical review of major issues regarding the study of the history of Israel.
- Merrill, Eugene. *Kingdom of Priests: A History of Old Testament Israel*. Baker, 1987.
- Miller, J. Maxwell and John H. Hayes. *A History of Ancient Israel and Judah*. Second edition. Westminster John Knox, 2006.
- Provan, Iain, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. Westminster John Knox, 2003.
- Rainey, Anson F. and R. Steven Notley. *The Sacred Bridge. Carta's Atlas of the Biblical World*. Carta, 2006.
- Shanks, Hershel, ed. *Ancient Israel. From Abraham to the Roman Destruction of the Temple*. Revised edition. Biblical Archaeology Society, 1999
- Soggin, J. Alberto, *A History of Ancient Israel: From Beginnings to the Bar Kochba Revolt, A.D. 135*. Westminster, 1985.

Commentaries

Joshua

- Boling, R. and G. E. Wright *Joshua. A New Translation with Introduction and Commentary*. AB. Doubleday, 1982.
- Butler, T. *Joshua*. WBC. Word, 1983.
- Hess, R. S. *Joshua: An Introduction and Commentary*. TOTC. IVP, 1996.
- Howard, David M., Jr. *Joshua*. NAC 5. Broadman, 1998.
- Nelson, Richard D. *Joshua*. OTL. Westminster John Knox, 1997.
- Woudstra, M. *The Book of Joshua*. NICOT. Eerdmans, 1981.

Hebrew Grammars

Introductory

- Dobson, John H. *Learn Biblical Hebrew*. Baker, 2005.
- Kelley, P. *Biblical Hebrew: An Introductory Grammar*. Eerdmans, 1992.
- Pratico, G. D. and M. V. Van Pelt. *Basics of Biblical Hebrew*. Zondervan, 2001.
- Pratico, G. D. and M. V. Van Pelt. *Basics of Biblical Hebrew - Workbook*. Zondervan, 2001. .
- Pratico, G. D. and M. V. Van Pelt. *The Vocabulary Guide to Biblical Hebrew*. Zondervan, 2003.
- Pratico, G. D. and M. V. Van Pelt. *Biblical Hebrew*
- Ross, Allen P. *Introducing Biblical Hebrew*. Baker, 2001.
- Seow, C. L. *A Grammar for Biblical Hebrew*. Revised edition. Abingdon, 1995.

Intermediate

- Arnold, Bill T. and John H. Choi, *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003.
- Benner, Jeff A. *Hebrew Text and Lexicon of Genesis*. College Station, TX: Virtualbookworm.com Publishing, Inc., 2007.
- Goldstein, Jessica W. *The First Hebrew Reader: Guided Selections from the Hebrew Bible*. Berkely, CA: EKS Publishing Co, 2000.
- Hoffer, Victoria, *Biblical Hebrew: Supplement for Enhanced Comprehension*. New Haven, CT: Yale Univ. Press, 2005.
- Pratico, G.D., and M.V. Van Pelt. *Graded Reader of Biblical Hebrew*. Grand Rapids: Zondervan, 2006.
- Van Der Merwe, Christo H. J., Jackie A. Naudé, and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar*. Sheffield, 1999.
- Zvi, Ehud Ben, Maxine Hancock and Richard Beinert. *Readings in Biblical Hebrew: An Intermediate Textbook*. New Haven, CT: Yale Univ. Press, 1993.

Advanced

- Cowley, A.E., and E. Kautzsch (eds.). *Gesenius' Hebrew Grammar*. 2d Eng. edition. Oxford, 1910.
- Waltke, B.K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Eisenbrauns, 1990.

Exegetical

- Chisholm, Jr., Robert B. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Baker, 1998.
- Stuart, Douglas. *Old Testament Exegesis. A Handbook for Students and Pastors*. 3rd edition. Westminster John

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