



OTHB6309 Hebrew Exegesis: Joshua
New Orleans Baptist Theological Seminary
Biblical Studies Division
Internet - Fall 2021

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

Students explore the foundations of Hebrew grammar and basic vocabulary so that they will be able to do basic translation and exegesis of the Hebrew text of the Old Testament. The course emphasizes basic grammatical constructions and rules of grammar as well as tools necessary for the student to work with the original language. The course includes basic readings from the Hebrew text.

Student Learning Outcomes

In order to interpret and communicate the Bible accurately, by the end of the course, the student should:

1. Be able to apply Hebrew literary, grammatical, and syntactical analysis for translation and interpretation to the practice of interpreting and communicating the Bible accurately.
2. Value working the original Hebrew language.
3. Be able to translate and exegete, with the help of relevant resources, the Hebrew text of the book of Joshua.
4. Develop skills in applying the text and principles of the book of Joshua to the Christian life through devotional, teaching, and homiletical ministries.

Textbooks and Resources

A. Required

- Elliger, K. and W. Rudolph. *Biblia Hebraica Stuttgartensia*. New York: American Bible Society, 2001.
- Kelley, Page H., Daniel S. Mynatt, and Timothy G. Crawford. *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Grand Rapids: Eerdmans, 1998.
- Hess, Richard S. *Joshua: An Introduction and Commentary*. Tyndale Old Testament Commentaries. Downers Grove: InterVarsity Press, 1996. **(TOTC)**
- Howard, David M., Jr. *Joshua*. New American Commentary. Nashville: Broadman, 1998. **(NAC)**
- Any quality, approved lexicon (*HALOT*, Holladay, *BDB*)

B. Optional Resources

- O'Connor, M. *Hebrew Verse Structure*. Winona Lake: Eisenbrauns, 1997.
- Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*. Stuttgart: German Bible Society, 1985.

- Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 3d ed. Minneapolis: Fortress, 2012.
- Waltke, Bruce and M. O'Connor. *Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.
- Wurthwein, Ernst. *The Text of the Old Testament*. Translated by Erroll F. Rhodes. 2d ed. Grand Rapids: Eerdmans, 1995.

Course Teaching Methodology

The course will utilize the following methodologies:

1. The material for each lesson will be provided in weekly units for the student to assimilate via individual study.
2. Students will demonstrate proficiency in handling the Hebrew text by presenting weekly translations of selected Hebrew passages with consideration of the Masoretic accents, notes, and critical apparatus of *BHS*.
3. Students will apply the tools of translation and interpretation to ministry in the local church through preaching/teaching outlines.
4. Students will work toward a biblical theology of specific topics from the book of Joshua and demonstrate how these topics are developed in Joshua and later books of the Old Testament.

Course Requirements

1. Translations (25%): Students will translate a number of selected texts throughout the course. Translations should reflect careful consideration of Masorah accents and basic syntactical elements and students should strive to maintain a delicate balance of *formal* and *functional/dynamic* translation. As a part of the translation, students will also be asked to parse a number of verbs in each translation section and address specific critical apparatus and/or Masorah notes. Translations are due **Sunday** of each week.
2. Commentary Reading Summaries (15%): Students will read from the assigned commentary sections each week and will provide a brief summary of the readings (roughly 1/2 to 1 page, single-spaced) via narrative outline. Commentary summaries are due **Thursday** of each week.
3. Book Review (15%): Students will submit a critical book review on one of the books listed below. The review should be 6-8 pages, double-spaced, consisting of no more than 3-4 pages of summary and at least 3-4 pages of critical evaluation. The book review is due by **November 14**.
 - Alter, Robert. *The Art of Biblical Narrative*. Revised and expanded ed. Philadelphia: Basic Books, 2011.
 - Amit, Yairah. *Reading Biblical Narratives: Literary Criticism and the Hebrew Bible*. Minneapolis: Fortress, 2001.
 - Bar-Efrat, Shimon. *Narrative Art in the Bible*. New York: T & T Clark, 2004.
 - Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Winona Lake: Eisenbrauns, 1994.
 - Fokkelman, J. P. *Reading Biblical Narrative: An Introductory Guide*. Louisville: Westminster John Knox, 2000.
4. Sermon Briefs (10%): Students will prepare two (2) sermon briefs or teaching outlines for their specific ministry context. These outlines should be no less than one (1) single-spaced page and should demonstrate sound exegetical principles based on the students' translations and commentary readings of the selected passage. The first outline should come from any passage within the context of Joshua 1-4 and will be due **September 19**. The second outline should come from Joshua 6-8 and will be due **October 31**.

5. **Word Studies (10%)**: In conjunction with the sermon/teaching outline, students will also conduct a detailed study (minimum 2 pages, single-spaced) of a word significant to the same passage selected for the sermon/teaching outline. These word studies will be due, in conjunction with the sermon briefs, on **September 19** and **October 31**.
6. **Biblical Theology Paper (25%)**: As the final project of this course, students will produce an 20-25 page, double-spaced paper on a specific topic relevant to the book of Joshua. The purpose of this paper is to engage students in constructing a *biblical* theology of the proposed topic from the text of Joshua. The Biblical Theology Paper is due **December 8**. Students will choose from the list of topics below and the paper should adhere to the following requirements:
 - a. Title page
 - b. Table of Contents
 - c. Structural Analysis - The student should identify and explain the similarities and differences in the structure of the primary text to other texts found in the Old Testament (i.e., textual assessment)
 - d. Comparative Analysis (consider the following)
 - 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? (Should begin at the textual level and move to the conceptual level)
 - iv. How have systematic theologians handled this theme?
 - v. How have biblical theologians handled this theme?
 - vi. Can the two methods be reconciled in the 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 the prophets build upon or expand this theology?
 - e. Bibliography
 - i. Minimum of 30 critical sources
 - ii. To include at least 10 systematic/biblical theologies

Topics for Biblical Theology Paper (first come, first served)

Land	Miracle (Josh 3-4)
Holy War/Genocide	Priesthood (Josh 21-22)
Origins of Israel	Prophet/Prophecy (Josh 1, 23-23)
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)

Late Work: Assignments submitted after the due date will incur a **five (5) point penalty each day** the assignment is not submitted, including weekends. Assignments submitted after the final exam date for online courses (December 8) will not be accepted unless you have received prior approval from the professor.

Evaluation of Grade

The student's grade will be computed as follows:

1. Translations	25%
2. Commentary Reading Summaries	15%
3. Book Review	15%
4. Sermon Briefs	10%
5. Word Studies	10%
6. Biblical Theology Paper	<u>25%</u>
	100%

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Attendance and Classroom Etiquette

While an online course does not have an "attendance policy" per se, students are expected to be active participants each week of the class. Students are expected to complete all assignments in a timely manner, including weekly assignments, quizzes, and exams.

Students are also expected to be respectful of their classmates in any online discussion and interaction. Any student who repeatedly demonstrates a lack of respect for classmates or the professors may be required to meet with the professors and the Dean of Students and could be subject to removal from the class.

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Blackboard Unit	Assignments due	Due Date
UNIT 1	Translate: Joshua 1:1-9 Read: NAC, 25-90; TOTC, 17-74 <i>Discussion Board, Translations, Summaries</i>	Sunday, Aug 22
	Translate: Joshua 2:1-24	

UNIT 2	Read: NAC, 96-117; TOTC, 80-97 <i>Translations, Summaries</i>	Sunday, Aug 29
UNIT 3	Translate: Joshua 3:1-17 Read: NAC, 118-31 ; TOTC, 97-106 <i>Translations, Summaries</i>	Sunday, Sept 5
UNIT 4	Translate: Joshua 4:1-24 Read: NAC, 132-42, 161-63; TOTC, 106-17 <i>Translations, Summaries</i>	Sunday, Sept 12
UNIT 5	<i>Sermon Brief and Word Study</i>	Sunday, Sept 19
UNIT 6	Translate: Joshua 6:1-27 Read: NAC, 165-87; TOTC, 126-43 <i>Translations, Summaries</i>	Sunday, Sept 26
UNIT 7	Translate: Joshua 7:1-26 Read: NAC, 187-99; TOTC, 143-59 <i>Translations, Summaries</i>	Sunday, Oct 3
FALL BREAK (Oct 4-8)		
UNIT 8	Translate: Joshua 8:1-23 Read: NAC, 199-209; TOTC, 159-69 <i>Translations, Summaries</i>	Sunday, Oct 17
UNIT 9	Translate: Joshua 8:24-35 Read: NAC, 209-17; TOTC, 169-74 <i>Translations, Summaries</i>	Sunday, Oct 24
UNIT 10	<i>Sermon Brief and Word Study</i>	Sunday, Oct 31
UNIT 11	Translate: Joshua 10:1-15 Read: NAC, 231-51; TOTC, 186-99 <i>Translations, Summaries</i>	Sunday, Nov 7
UNIT 12	Translate: Joshua 20:1-9 Read: NAC, 379-87; TOTC, 277-80 <i>Translations, Summaries, Book Review</i>	Sunday, Nov 14
UNIT 13	Translate: Joshua 23:1-16 Read: NAC, 416-25; TOTC, 293-99 <i>Translations, Summaries</i>	Sunday, Nov 21
THANKSGIVING BREAK (Nov 22-26)		
UNIT 14	Translate: Joshua 24:1-28 Read: NAC, 425-42, 445-46; TOTC, 299-309 <i>Translations, Summaries</i>	Sunday, Dec 5
UNIT 15	<i>Biblical Theology Paper</i>	Wednesday, Dec 8

* All assignments must be submitted by Wednesday, December 8. Any late assignments submitted after December 8 will not be accepted.

Additional Items

Attendance: The term may seem strange for an Internet course, but you are expected to "show up" on a regular basis, participate consistently, and submit work as indicated in unit instructions. Failure to "show up" regularly may result in an administrative withdrawal from the course. If you have severe problems that are hindering your adequate participation, please contact the professor as soon as possible.

Courtesy: All members of the class are to follow the rules of common courtesy in all communications and interaction. Remember that real people are out there struggling at their keyboards just as you are. Timely and considerate response will be particularly important when students are interacting with other members of the class individually or corporately.

Submission of Work: The course is taught at present in something of an "open format," meaning that to some extent you may work at your own pace, within reason of course, but you should submit work on a regular basis. The problem, particularly in study of a language, is that if you get behind in the course, you will find it very difficult to catch up as you might in other types of courses. So approach the work in a disciplined manner, plan specific times to complete your work, and submit assignments regularly and systematically no later than the date given on the schedule above.

NOTE: Calling the course "open format" and allowing you to submit work at your own pace, within reason, does not mean that you can submit assignments in any order that you choose. The course is designed so that you make gradual progress in mastery of the language, and assignments that you are to submit are a part of that design. Consequently, assignments are to be submitted according to the order in which they are assigned and will be accepted for grading only in that order. If you are having problems with a particular assignment, that may be a sign that you need to do more study/work/review at that point. It may also be a signal that you need to consult with the professor on the matter.

Marvels and Messes: Computers are great tools, but they do not always work correctly all the time. You already know that, so make a practice of backing up your work. Because this is an online class, students are expected to have regular access to a working computer as well as an internet connection. While the professor recognizes that computers sometimes crash or are otherwise problematic, it is the student's responsibility to have a "back-up plan" in place should his/her computer malfunction. In addition, do not wait until the last day, hour, or minute to complete and/or submit your work. You may not be able to log on, the server may down (which does happen from time to time), and God alone knows what else might happen. So plan ahead. *Encountering these kinds of problems during last minute rushes does not constitute an excuse for failure to complete your work in a timely fashion.*

Honesty and Education: In a standard classroom educational environment, the time that all students are together with the professor is a very restricted time, so that great potential for dishonesty has always existed in that setting. With an Internet course, such a potential is certainly more real. While most components of the course will have built-in safeguards, some will not, by the very nature of the work. The challenge, then, for each of you, is to keep before you the goal of learning well the subject matter of this course. In your case, it is the Hebrew language, mastery of which will allow you to read the word of God written in one of its original languages. Such a privilege can hardly be overvalued. So determine to do the work, as it is assigned, so that you will have the best opportunity to succeed in the best sense.

SELECTED BIBLIOGRAPHY

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Hebrew Language Studies

Introductory/Grammar

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Intermediate

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