



OTHB 6309 Hebrew Exegesis: Joshua
New Orleans Baptist Theological Seminary
Biblical Studies Division
March 2020 Israel Student Study Tour

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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 Spiritual Vitality.

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 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.

Course Texts

Required:

1. *Biblia Hebraica Stuttgartensia*
2. Howard, David M., Jr. *Joshua*. Vol. 5 in *The New American Commentary*. Nashville: Broadman, 1998.
3. Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 2d ed. Minneapolis: Fortress, 2001.
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. Waltke, Bruce and M. O'Connor. *Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.
5. Wurthwein, Ernst. *The Text of the Old Testament*. Translated by Erroll F. Rhodes. Grand Rapids: Eerdmans, 1979.
6. Provan, Iain, Philips Long, and Tremper Longman. *A Biblical History of Israel*. Louisville: John Knox Press, 2003.

Course Requirements

1. Students must read all required texts and supplementary materials.
2. Prepare and submit translations, both rough and smooth.
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?
3. Students will take a vocabulary quiz over Joshua 2, 3, 4, 6, 7, 8, 23 & 24. . The quizzes come out of the translations. .
 4. Students will complete a Travel Journal of all the sites visited while in Israel. The journal can be handwritten and reproduced, but must reflect the geographical location, where the site is mentioned in the biblical text, and give an indication of the contribution to our understanding of the biblical text.

Course Grading System

Translations		30%
Rough Translations	12.5%	
Smooth Translations	12.5%	
8-Component Analysis		20%
Vocabulary Quizzes		10%
Required Reading		20%
Travel Journal		<u>20%</u>
		100%

Course Policy

Make-up and Extra Credit

No make-up and/or extra credit will be allowed due to the nature of this being a travel course.

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.

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 will footnote the significant parsing (students should not parse basic verbs), and important textual critical remarks, and basic syntactical elements.

2. **8-Component Analysis:** The students will email the Professor the analysis of the eight components. 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); Text Critical Analysis (of the entire discourse); Word Studies (of the sermon brief text chosen); 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).
3. **Vocabulary Quizzes:** These quizzes should be taken after each translation is completed. The quizzes contain words and/or phrases from the section translated. The quizzes are attached to this syllabus in PDF format. The student will complete the quiz in one hour. The quiz should be scanned or the answers typed out and submitted via email to the Professor. The student is on their honor to complete these quizzes without the assistance of any outside helps.
4. **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 from Emanuel Tov as they apply to the student's research for the 8 component analysis.
5. **Travel Journal :** Students will complete a Travel Journal of all the sites visited while in Israel. The journal can be handwritten and reproduced, but must reflect the geographical location, where the site is mentioned in the biblical text, and give an indication of the contribution to our understanding of the biblical text, OT and NT or whichever is applicable.

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

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 Knox, 2001.