



Course Syllabus
WYB3131H/6131H
The Book of Joshua: Insiders,
Outsiders, and the Gift of Land
Wycliffe College
Toronto School of Theology
Winter 2023

Instructor Information

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Course Identification

Course Number: WYB3131H/6131H
Course Format: In-person. A 3000- and 6000-level course
Course Name: The Book of Joshua: Insiders, Outsiders, and the Gift of Land
Course Location: Wycliffe College
Class Times: tbd
Prerequisites: None

Course Description

The book of Joshua records a crucial moment as Israel transitions from a wilderness people to those in possession of the land promised long-ago to Abraham. The book has encouraged generations of saints. It has also been misused to validate past and present colonial actions and so-called “holy wars.” New Atheists dismiss it as indicative of the violence inherent in Christian texts and faith. Christians likewise struggle to understand this difficult book. This course, acknowledging the real challenges the book presents, examines its historical situatedness, literary art, and theological message to hear it as Word of God for God’s people today. Classes engage students through lectures and student presentations, small discussion groups, readings, and assignments as listed below.

Course Resources

Required Course Texts/Bibliography

The textbooks for this course are available through the U of T Bookstore’s website, which offers shipping or in-store pickup for physical texts. Enter your UTORid into the Bookstore’s textbook tool at https://uoftbookstore.com/buy_textbooks.asp to get a personalized list of all the textbooks for the courses you’re enrolled in.

Books Required:

- (AD and BD Students) Charlie Trimm, *The Destruction of the Canaanites: God, Genocide, and Biblical Interpretation*. Eerdmans, 2022. ISBN-10: 0802879624. One copy is available electronically through the library system (nonconcurrent use only). Also available in Kindle version.
- (AD Students only) William Webb and Gord Oeste, *Bloody, Brutal, and Barbaric? Wrestling with Troubling War Texts*. IVP Academic, 2019. ISBN-10: 0830852492.
- (AD and BD Students) Commentaries are expensive, but necessary tools in your library. Using your existing library resources, the university library, or purchased volume(s), students must select and use one Joshua commentary as a primary volume, and a second as an additional resource (more detail on how to use commentaries well will be given in the first class). This will expose you to different commentaries, and you can then purchase those that you wish to add to your library. The commentaries must not be solely devotional volumes, and each should use a different approach. You can use a premodern interpreter but must pair this with a modern interpreter. The following *Joshua* commentaries are recommended volumes (most are available in the library system):
 - If you wish to purchase a commentary, I'd recommend my volume in the Story of God series (Zondervan, 2019, ISBN 9780310490838);
 - Other volumes include: Butler's volume in Word (2014 or earlier edition); McConville and Williams in Two Horizons (2010); Matties in Believer's Church Bible Commentary (2012); Hess in Tyndale OT Commentary (1996); Hess in Zondervan Illustrated Bible Backgrounds Commentary (2009); Pitkanen in Apollos OT Commentary (2010); Hawk in *Berit Olam* (2000); Firth in Evangelical Biblical Theology Commentary (2021); Firth in The Bible Speaks Today (2015); Goldingay in NICOT (forthcoming at point of writing); Franke (ed) in Ancient Christian Commentary on Scripture (2005); Origen's *Homilies* in Fathers of the Church (2002); Calvin's commentary (available online in CCEL at <https://ccel.org/ccel/calvin/calcom07/calcom07?queryID=18426469&resultID=1084>). Email lissa.wraybeal@utoronto.ca if you have questions about a particular volume's suitability.
- (AD and BD Students) Additional readings as noted on the course outline below, and posted to Quercus.

Recommended Books and Resources

- An audio version of the Bible is available for download here: <http://www.bible.is/apps>.
- <https://thebibleproject.com/> This is a crowd-funded project with great video presentations of biblical books and other topics.
- For the question of warfare violence: See <https://www.biola.edu/blogs/think-biblically/2020/bonus-is-christian-god-a-genocidal-bully> ; also a two-part podcast discussion between Greg Boyd and Paul Copan here: <https://www.premierunbelievable.com/unbelievable/unbelievable-greg-boyd-and-paul-copan-debate-old-testament-violence-and-boyd-s-new-theology-in-crucifixion-of-the-warrior-god/12469.article>
- Check out another great resource www.bibleodyssey.org

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus

using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus). Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Course Learning Objectives/Outcomes

Wycliffe College

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes.

AREA OF OUTCOME	COURSE OUTCOMES By the end of this course, students will	ACHIEVED THROUGH COURSE ELEMENT This outcome will be achieved through these course elements
IN RESPECT OF GENERAL ACADEMIC SKILLS	<ul style="list-style-type: none"> -critically analyze and evaluate a thesis and its presentation -demonstrate basic-degree-level writing skills -develop skill in analyzing primary and secondary research material, devising a thesis and assembling arguments to support it, and interpreting the research data -demonstrate skill in presenting a topic and leading discussion -analyze student presentations and formulate questions in response 	<ul style="list-style-type: none"> -preparation of a critical book interaction -preparation of critical book interaction and final paper -final paper -student presentation -response to student presentations
IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES	<ul style="list-style-type: none"> -identity the content, structure, and themes of the book of Joshua -discuss and debate explanations of Old Testament violence -identify and evaluate examples of interpretation of select Joshua texts throughout history and in the modern era 	<ul style="list-style-type: none"> -weekly discussion of readings and lectures; student presentation and final research paper -critical book interaction and seminar -reading and discussion of premodern and modern examples of biblical interpretation

IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION	-read and analyze a biblical book and suggest ideas for its application for the church today -reflect on the book of Joshua, and its presentation of warfare violence and the impact of both on one's personal faith	-final paper; reading premodern and modern biblical interpreters -critical book interaction and seminar; course lectures, readings, and discussion; final paper
IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP	-formulate faithful responses to inquiries posed to student regarding Old Testament violence and modern contexts of colonialism and warfare	-critical interaction and seminar; lectures and readings

Graduate Level

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student's area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.	Students in this course will analyze, research, and discuss the book of Joshua to interpret its structure and themes, identify its translational and interpretive challenges, and identify its message for past and present contexts; they will discuss and evaluate different approaches to warfare violence toward formulating their own approach; they will compare past interpretive approaches to modern approaches to evaluate the benefit(s) of both.	Lectures, discussion groups, seminars, student presentation, response to colleague's presentations, critical interaction, final paper

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p>	<p>Students in this course will identify and research a particular passage or issue, appraising and incorporating scholarship towards supporting a proposed thesis; they will organize and prepare to communicate their findings orally and in written form; they will identify potential further research directions and connections to the New Testament suggested by their research of the passage</p>	<p>Final Research Paper; class presentation; critical interaction.</p>
<p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	<p>Students in this course will prepare an original work of research, analyzing a selected passage (applying any acquired Hebrew skills), engaging and evaluating a breadth of scholarship, and preparing and defending a stated thesis; students will read broadly on the topic of warfare violence, and engage Joshua commentaries and research from a variety of modern and premodern perspectives</p>	<p>Final research paper; student presentation; critical interaction; reading commentaries and assigned course readings</p>
<p>4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional</p>	<p>Students will identify major issues for ongoing research in the book of Joshua; students will appraise arguments on the issue of warfare violence so as to apply that knowledge to preaching/teaching in church contexts, further research, and secular debate</p>	<p>Course lectures and readings; critical interaction; final paper</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p>		
<p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p>	<p>Students will prepare a final research paper that formulates a defensible thesis, assesses a breadth of research, constructs a defensible and measured argument to defend the thesis, and demonstrates AD-level writing skill; students will present their preliminary findings in an oral presentation, evaluate their colleague’s presentations and formulate questions for them</p>	<p>Final research paper, class presentation and interaction with colleagues on presentations and readings</p>
<p>6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.</p>	<p>Students will recognize the ongoing nature of Joshua research, its timeliness in post-colonial and TRC contexts, and the interplay of hermeneutics, social location, and ecclesial location necessary to the task</p>	<p>Lectures and course readings and discussion of modern and premodern interpretive approaches, research paper, critical interaction</p>

Evaluation

Requirements

- Attendance is mandatory and expected. Consistent lateness or absence can result in penalty up to and including course failure.
- Preparation for each class is also expected, and will enrich in-class discussion and the experience of you and your colleagues. See the course outline for assigned biblical text, textbook, and additional readings.
- All written assignments are due at the beginning of the class hour and submitted on quercus.
- Plagiarism is a serious offense. The minimum penalty for a plagiarized paper is the grade of zero. If you borrow ideas or distinctive phrases, you must acknowledge your source(s) properly.

The final grade for the course will be based on evaluations in the following areas:

Basic Degree Students

(1) **Participation (10%)** – This class is designed to be highly interactive. In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to contribute to in-class discussions, seminars, and interact with student presentations. A rubric for participation assessment is found at the end of this syllabus.

(2) **Critical Book Interaction (20%; due before class begins on Week 2;** 5-6 pages of written work excluding any title or content pages, typed in 12-point font and double space with one-inch margins) – Read Trimm’s *The Destruction of the Canaanites* (which we will discuss on Week 2 along with the other assigned readings). Then, prepare a critical interaction following the guidelines provided at the end of this syllabus. This work will form the basis for a class seminar on Week 2, so **NO LATE PAPERS ACCEPTED**.

(3) **Class Presentation and Lead Discussion (25%; due on selected Class;** prepare a one-page handout for your colleagues, and hand in a full set of presentation notes [ie show main and sub-headings, and brief talking points for each or (if preferred) a full manuscript]). You will present to your colleagues on a selected topic for 20 minutes, and lead discussion for 10 further minutes (see instructions and dates at the end of this syllabus). The topic and presentation will be work directed towards your final paper. (NB: should class size be particularly large, this assignment will be modified to accommodate our numbers; the modified assignment will still work towards your final paper).

(4) **Final Research Paper (45%; due by 2 pm, April ***, 2022.** 12-15 pages excluding any title, content, or bibliography pages, typed in 12-point font and double-spaced with one-inch margins). Using the topic and work on the student presentation, prepare a master’s-level research paper that continues and extends that presentation work. Provide a Turabian-style bibliography, and footnotes as required. Be sure to include an introduction and conclusion, and a strong thesis that you argue throughout the paper. In the final ½-1 page, you can address topics of application for the church today, or connection to the NT.

Graduate Degree Students

(1) **Participation (10%)** – This class is designed to be highly interactive. In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to contribute to in-class discussions, seminars, and interact with student presentations. A rubric for participation assessment is found at the end of this syllabus.

(2) **Critical Book Interaction (20%; due before class begins on Week 4;** 8 pages of written work excluding any title or content pages, typed in 12-point font and double space with one-inch margins) – Be familiar with the assigned readings for discussion on Week 2. Then, read Webb and Oeste’s *Bloody, Brutal, and Barbaric?* Prepare a critical interaction on **Webb and Oeste** following the guidelines provided at the end of this syllabus.

(3) **Class Presentation and Lead Discussion (25%; due on selected Class;** prepare a one-page handout for your colleagues, and hand in a full set of presentation notes [ie show main and sub-headings, and brief talking points for each or (if preferred) a full manuscript]). You will present to your colleagues on a selected topic for 20 minutes, and lead discussion for 10 further minutes (see instructions and dates at the end of this syllabus). The topic and presentation will be work directed towards your final paper. (NB: should class size be particularly large, this assignment will be modified to accommodate our numbers; the modified assignment will still work towards your final paper).

(4) **Final Research Paper (45%; due by 2 pm, April ***, 2022.** 15-20 pages excluding any title, content, or bibliography pages, typed in 12-point font and double-spaced with one-inch margins). Using the topic and work on the student presentation, prepare an advanced-level research paper that continues and extends that presentation work. Provide a Turabian-style bibliography, and footnotes as required. Be sure to include an introduction and conclusion, and a strong thesis that you argue throughout the paper. In the final ½-1 page, you can address topics for possible further research, or connection to the NT.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then one percentage point per day will be deducted. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Exte>

[nsion.pdf](#) or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham

Library of Trinity and Wycliffe Colleges:

<https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Week 1

Jan Date/Day TBD

Today's Topic: Course introduction; Background Issues for Joshua

Reading: Read the book of Joshua, preferably in one sitting; Introduction in commentary; read and come prepared to discuss J. Gordon McConville, "Joshua and Genre: History and Myth," in *Joshua: Crossing Divides*

Week 2

Jan

Today's Topic: Background Issues; The Problem of Warfare Violence

Reading: read and come prepared to discuss the ideas in Trimm, *The Destruction of the Canaanites*; Zehnder, "The Annihilation of the Canaanites"; Wright, "What About the Canaanites?" in *The God I Don't Understand*

Due: Critical Interaction on Trimm (BD students)

Week 3

Jan

Today's Topic: Joshua 1, Preparing to Enter

Reading: Commentary on Joshua 1

Week 4

Jan

Today's Topic: Joshua 2, Preparing to Enter Part Two

Reading: Commentary on Joshua 2; read and come prepared to discuss interpretive examples in Taylor/DeGroot, "Rahab" in *Women of War, Women of Woe*.

Due: Critical Interaction on Webb/Oeste (AD students)

Week 5

Feb

Today's Topic: Joshua 3-4, Crossing the River

Reading: Commentary on Joshua 3-4

Student Presentations

Week 6

Feb

Today's Topic: Joshua 5-6, Final Preparation and Taking Jericho

Reading: Commentary on Joshua 5-6; engage 2 other commentaries or articles around the following question which we will discuss in class: what is the identity of the "commander of the LORD's army" in 5:13-15?

Student Presentations

Week 7

Feb 20-24

Reading Week; No class

Week 8

Feb/Mar

Today's Topic: Joshua 7-8, Jericho's Aftermath and Its Repair

Reading: Commentary on Joshua 7-8

Student Presentations

Week 9

Mar

Today's Topic: Joshua 9-12, Strangers Shrewd and Hostile

Reading: Commentary on Joshua 9-12; come prepared to discuss Homilies 11, 13, & 14 in *Origin: Homilies on Joshua*. The Fathers of the Church 105.

Student Presentations

Week 10

Mar

Today's Topic: Joshua 13-21, Land Allotments and a Centre Point

Reading: Commentary on Joshua 13-21; come prepared to discuss Firth, "The Book of Joshua" in *Including the Stranger* and Taylor/DeGroot, "Achsah, Caleb's Daughter" in *Women of War, Women of Woe*.

Week 11

Mar

Today's Topic: Joshua 22, The Ongoing Problem of the Transjordanian Tribes

Reading: Commentary on Joshua 22; Wray Beal, "The Past as Threat and Hope: Reading Joshua with Numbers" in *BBR* 27 (2017): 461–83

Student Presentations

Week 12

Mar

Today's Topic: Joshua 23-24, How to Live in the Land
Reading: Commentary on Joshua 23-24

Week 13

Apr

Today's Topic: Theology of Joshua, and Ongoing Influence
Reading: read (or watch), and come prepared to discuss Hawk, "Indigenous Helpers and Renegade Invaders" *Journal of Religion and Film* 20 (2016); the *Veggie Tales* cartoon, particularly minutes 5.57-12.40 and 16.53-34.11 at: [VeggieTales: Josh And The Big Wall \(2002 WHV VHS\) - Bing video](#); spend some time watching the following movie: [JOSHUA \(Christian Movie in English\) - Bing video](#)

Week 14

Apr

Final Paper Due by 2 pm today.

DRAFT

Participation Rubric

CLASS PARTICIPATION Guide and Rubric	5 - Excellent Participation	4 - Good Participation	3 - Average Participation	2 - Below Average Participation	1 - Unacceptable Participation
Class discussion/ Peer interaction/ Pair work	Consistently and actively supports, engages, listens and responds to peers. Takes initiative in interaction. Participates in a meaningful way in class discussions. Stays on task.	Makes a real effort to interact with peers daily but does not take initiative. Some active participation in class discussions. At times deviates from task.	Some effort to interact with peers but does not take initiative. Minimal participation in class discussions. Sometimes deviates from task.	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.	Virtually no interaction with peers and does not participate in class discussions.
Preparation	Arrives fully prepared at every class session.	Arrives mostly, if not fully, prepared.	Arrives generally prepared.	Preparation is inconsistent.	Rarely or never prepared.
Contributes in a meaningful way	Comments often advance the level and depth of classroom <u>dialogue</u> ; elicits the contributions of others.	Relevant comments are based on assigned material; elicits the contributions of others.	When prepared, (which is most of the time) relevant comments are based on assignments.	When prepared, some relevant comments are based on assignments, some comments not relevant and deviate from assignments.	Class contributions lack relevance or almost never comments.
Attention	Consistently attends to instruction and presentations; does not disrupt others ability to listen. Always pays attention.	Mostly attends to instruction and presentations and does not disrupt others; does not do other work during instruction and pays attention well.	Sometimes attends to instruction and does not disrupt others; does not do other work during instruction and/or pays attention some of the time.	Sometimes disruptive of others during instruction; sometimes does other work during instruction and/or lacks attention sometimes.	Frequently disruptive during instruction and/or does other work during instruction; rarely pays attention.

You may positively affect your participation grade by:

1. Attending class and actively participating in a meaningful way.
2. Preparing for each class.
3. Making effective comments that raise overall level of discussion. (Comments that are off task and disruptive will negatively affect your grade).
4. Assisting and helping other classmates during active class work and staying on task.
5. Asking thoughtful questions that will enhance discussion and engage peers.
6. Asking questions when you don't understand or would like a second explanation. Often there are others that will benefit as well.
7. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve other's learning experience and your own.
8. Taking care never to make negative, offensive, and/or disrespectful comments during discussion.
9. Being respectful and kind towards every person in the class.

(With permission for use from Professor Catherine Rust-Akinbolaji, Providence University College)

How to Prepare a Critical Book Interaction

The following steps will help you prepare a critical interaction with the book. Your interaction should be 5-6 pages (for BD students) or 8 pages (for AD students; see also note #6 below), typed, double-spaced:

1. Begin by citing the author's name, book title, and publication information at the top of the page.
2. A critical interaction *is not* a book review and as such, does not include a chapter-by-chapter summation of the book's contents (I know what is in the book; don't use precious space telling me!). Instead, in a paragraph or two, state the author's thesis (i.e., what is the book arguing, or, what is the book attempting to do?) and the method(s) by which the author seeks to pursue that thesis.
3. A critical interaction *is* your discussion of select **key** issues, arguments, or assumptions that the author brings to the book and explores in its pages. Here, you must interact *critically* with them. That is, you must express (dis)agreement of some of these key ideas, and specifically state the nature of your (dis)agreement. Rather than giving a shopping list of many issues and simply a brief notation of agreement or disagreement, a critical interaction should explore that (dis)agreement. For instance: Why do you (dis)agree? Where is the author's argument flawed or helpful? What are its implications? Etc. Remember that no book is perfect, and rarely without merit, so be sure to express both points of disagreement and agreement with the book.
4. Finally, in a last sentence or two, state the main benefit or disservice you think the book brings to its intended audience.
5. Any reference to the volume can be placed in parenthesis within the body of the text, citing the page number.
6. **NB for AD Students:** you are encouraged but not required to read more broadly on the topic, and may wish to include reference to other such works in your critical interaction. Should you do so, cite these references with footnotes in appropriate style. The focus of the critical interaction is, however, the assigned volume. Reference to other works should be limited to sharpening your critique.

**Topics for Class Presentation* and Final Paper
Joshua Class, Winter 2023**

For each week below, presentations can be given for the following areas (only one student in a given area for each week of presentations):

- Historical issues (such as archaeological data, pertinent cultural milieu, etc.) and how they contribute to our understanding of the passage
- Historical-critical issues (ie., compositional history; forms) and how they contribute to our understanding of the passage
- Narrative issues (best applied to chapters with a strong narrative flow) as it shows how the narrative art contributes to the passage's message; see me for a helpful handout on doing a narrative analysis
- Pertinent word or thematic study of a word/theme in the passage and how it contributes to the message of the passage and the book of Joshua
- Reception history study and how it informs our understanding of the passage

Two presentations may be given in any week (and, should class size require it I will add either further presentations for any given week, or additional weeks for presentations). Only one presentation in any given week on each of the topic areas noted above (so, first-come, first-served). Students need not engage the entire chapter(s) set for that week, but should select a pericope that (1) enables good investigation of the question posed; (2) enables presentation of a significant section of the material within the 20-minute presentation time frame; and (3) enables a thesis and material for your final paper.

You are welcome to speak with me as you select a passage and topic area.

Presentations will take place in the following weeks of class:

Week 5 (Joshua 3-4)

Student	Passage and approach

Week 6 (Joshua 5-6)

Student	Passage and approach

Week 8 (Joshua 7-8)

Student	Passage and approach

Week 9 (Joshua 9-12)

Student	Passage and approach

Week 11 (Joshua 22)

Student	Passage and approach

*(NB: should class size be particularly large, the class presentation assignment will be modified to accommodate our numbers; the modified assignment will still work towards your final paper).

DRAFT