



**Course Syllabus**  
**WYB3131H/WYB6131H**  
**The Book of Joshua: Insiders,**  
**Outsiders, and the Gift of Land**  
**Wycliffe College**  
**Toronto School of Theology**  
**Fall 2024**

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***Instructor Information***

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***Course Identification***

Course Number: WYB3131H/WYB6131H  
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: Tuesdays, 9:00-11:00 am ET, September 10-December 3, 2024  
Prerequisites: None

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*We wish to acknowledge this land on which Wycliffe College operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work and worship on this land.*

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***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

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### 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](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) You will work with both books as follows:
  - Matthew Lynch, chapters 1, 7–13 of *Flood and Fury: Old Testament Violence and the Shalom of God*. IVP, 2023. Purchase, or hard copy and online (unlimited access) through U of T Libraries.
  - L. Daniel Hawk, chapters 1, 7–9 of *The Violence of the Biblical God: Canonical Narrative and Christian Faith*. Eerdmans, 2019. Purchase, or hard copy and online (limited access) through U of T Libraries.
- (AD Students only) William Webb and Gord Oest, *Bloody, Brutal, and Barbaric? Wrestling with Troubling War Texts*. IVP Academic, 2019. Purchase, or hard copy and online through U of T Libraries.
- (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, *Joshua* in the Story of God series (Zondervan, 2019);
  - Other volumes include: Butler's 2-volume edition Word (2<sup>nd</sup> edition, 2014); 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 Baker OT Commentary (2023); 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@wycliffe.utoronto.ca](mailto:lissa.wraybeal@wycliffe.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-boyds-new-theology-in-crucifixion-of-the-warrior-god/12469.article>
- For a broader discussion of the violence of the biblical God that includes warfare violence, see Dan Hawk interviewed on *Islam Critiqued* <https://www.youtube.com/watch?v=hJfKwEmHeg4>
- Check out another great resource [www.bibleodyssey.org](http://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	-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	-preparation of article interactions and final paper  -final paper  -student seminars

	<ul style="list-style-type: none"> <li>-demonstrate skill in presenting a topic and leading discussion</li> <li>-analyze student presentations and formulate questions in response</li> </ul>	
IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES	<ul style="list-style-type: none"> <li>-identity the content, structure, and themes of the book of Joshua</li> <li>-discuss and debate explanations of Old Testament violence</li> <li>-identify and evaluate examples of interpretation of select Joshua texts throughout history and in the modern era</li> </ul>	<ul style="list-style-type: none"> <li>-weekly discussion of readings and lectures; student led discussion of articles, and final research paper</li> <li>-critical interaction and comparison of different approaches to warfare violence; student seminar</li> <li>-reading and discussion of premodern and modern examples of biblical interpretation</li> </ul>
IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION	<ul style="list-style-type: none"> <li>-read and analyze a biblical book and suggest ideas for its application for the church today</li> <li>-reflect on the book of Joshua, and its presentation of warfare violence and the impact of both on one's personal faith</li> </ul>	<ul style="list-style-type: none"> <li>-final paper; reading premodern and modern biblical interpreters</li> <li>-critical interaction with and comparison of chapters on warfare violence and student seminar; course lectures, readings, and discussion; final paper</li> </ul>
IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP	<ul style="list-style-type: none"> <li>-formulate faithful responses to inquiries posed to student regarding Old Testament violence and modern contexts of colonialism and warfare</li> </ul>	<ul style="list-style-type: none"> <li>-critical interaction and seminar; lectures and readings</li> </ul>

### 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
<p align="center"><b>EXPECTATIONS:</b>  <i>In this course students are expected to demonstrate the following:</i></p>		
<p><b>1. Depth and Breadth of Knowledge</b> is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary &amp; secondary sources, historical developments and inter-disciplinarity.</p>	<p>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.</p>	<p>Lectures, discussion groups, seminars, student-led discussion of articles, critical interaction, final paper</p>
<p><b>2. Research and Scholarship</b> is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research &amp; 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 will identify and research a particular passage or issue, appraising and incorporating scholarship towards supporting a proposed thesis; they will organize and communicate their findings 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; critical interaction; student-led discussion of articles</p>
<p><b>3. Level of Application of Knowledge</b> 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</p>	<p>Final research paper; critical interaction; reading commentaries and assigned course readings</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
	from a variety of modern and premodern perspectives	
<b>4. Professional Capacity or Autonomy</b> 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 vocations for which an advanced understanding of Theological Studies is necessary or beneficial.	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	Course lectures and readings; critical interaction; final paper
<b>5. Level of Communication Skills</b> 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.	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	Final research paper, interaction with colleagues on readings
<b>6. Awareness of the Limits of Knowledge</b> 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.	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	Lectures and course readings and discussion of modern and premodern interpretive approaches, research paper, critical interaction

## Evaluation

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### 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 and seminars. A rubric for participation assessment is found at the end of this syllabus.

(2) **Critical Comparison of Approaches to Warfare Violence. 25% total;** Initial response to Hawk due on Quercus by 11:59 Monday, September 16 (4%); Initial response to Lynch due on Quercus by 11:59 pm on Monday, September 23 (4%); Final comparison due by 11:59 on Tuesday, October 8, 2024 (17%).

**For parts (a) and (b), students will bring their work to in-class, small group discussion which will help them prepare to write the comparison paper (c). At the end of each of these small group sessions, students will be asked to confidentially comment on the contribution of their group peers. I will consider these comments as I assign participation marks so do come prepared to actively contribute.**

(a) Before class on September 17 read ch. 1, 7–9 in Hawk, *Violence of the Biblical God*. In no more than one page (typed, single spaced, 12-point Times New Roman, 1" margins) provide: (i) in one paragraph, what is Hawk's main methodological approach to warfare violence? (ii) in a short paragraph indicate how his approach and argument is helpful to you; (iii) in a short paragraph indicate where his approach and argument is less than helpful and why this is so; and (iv) provide 2-3 questions that you will bring to a small group discussion. These must show specific interaction with his work and be aimed at generating helpful group discussion; **NO LATE PAPERS ACCEPTED AS THIS WILL BE THE BASIS OF SMALL GROUP DISCUSSION IN CLASS (4%)**



(b) Before class on September 24 read chs. 1, 7–13 in Lynch, *Flood and Fury*. In no more than one page (typed, single spaced, 12-point Times New Roman, 1" margins) provide: (i) in one paragraph, what is Lynch's main methodological approach to warfare violence? (ii) in a short paragraph indicate how his approach and argument is helpful to you; (iii) in a short paragraph indicate where his approach and argument is less than helpful and why this is so; and (iv) provide 2-3 questions that you will bring to a small group discussion. These must show specific interaction with his work and be aimed at generating helpful group discussion; **NO LATE PAPERS ACCEPTED AS THIS WILL BE THE BASIS OF SMALL GROUP DISCUSSION IN CLASS (4%)**

(c) On the basis of your reading and small group discussion, in 3-4 pages (typed, double-spaced, 12 point Times New Roman, 1" margins) interact critically around no more than 2-3 points of comparison/contrast between the two author's approaches, referring specifically to the readings and (if helpful) comments from your colleagues' in class discussion. Focus on major elements, not minor details buried in the footnotes! Do not simply state points of comparison and/or contrast. Go beyond that by engaging the two authors critically (for example, discuss why one author's approach is stronger or more logical than the other's, consider their underlying view of scripture and how this might positively or negatively align with your understanding of the biblical text, where or how each author fails to adequately deal with the biblical/extra-biblical evidence, consider significant implications of their approach, etc – the key here is to do more than simply observe comparisons and contrasts). **(17%)**

**(3) Two sets of Reading Notes. 25% total; 12.5% each, as follows:**

(a) Pick and sign up (on Pages Tab) for two weeks of Week 4 (Joshua 2), Week 6 (Joshua 5), Week 7 (Joshua 7-8), Week 8 (Joshua 9-12), Week 10 (Joshua 22), or Week 12 (Theology of Joshua).

(b) for those two weeks, prepare reading notes of 1-2 pages (typed, single-spaced, 12 point Times New Romans, 1" margins). If there are multiple readings for that week, pick one of the readings that most interests you and which you'd like to discuss with your colleagues. The notes should summarize the author's thesis and method of approach in a short paragraph, then provide two critical comments showing your (dis)agreement with the author (and why), and 1-2 questions that thoughtfully engage the material and aim to generate class discussion. **Due on Quercus by 11:59 pm the night before class.**

**(4) Final Research Paper. 40%;** due on Quercus by 11:59 pm Tuesday, December 10, 2024. 3,000-3,500 words (excluding notes, bibliography, title, table of contents), typed in 12-point Times New Roman font and double-spaced with 1" margins. This paper allows you to explore in greater detail a particular text or topic that arises in the book of Joshua. It is a graduate-level research paper and must show considerable engagement with scholarly, peer-reviewed materials to support your thesis. **Be sure to discuss your idea with me to ensure it is narrowed in scope, engages a suitable methodology for the text/topic in question, and has adequate available materials to support your research.** You can select from a methodology(ies) that will help illuminate the text or topic (eg., exegetical, narrative, historical, comparative, feminist, etc). Be sure to include an introduction and conclusion, and a strong thesis that you argue throughout the paper. In the final ½ 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 and seminars. A rubric for participation assessment is found at the end of this syllabus.

(2) **Critical Engagement with Approaches to Warfare Violence. 25% total;** Initial response to Hawk due on Quercus by 11:59 Monday, September 16 (4%); Initial response to Lynch due on Quercus by 11:59 pm on Monday, September 23 (4%); Final critical interaction due by 11:59 on Tuesday, October 1, 2024 (17%).

**For parts (a) and (b), students will bring their work to in-class, small group discussion which will provide helpful foundational knowledge before reading *Bloody, Brutal, and Barbaric* (c). At the end of each of these small group sessions, students will be asked to confidentially comment on the contribution of their group peers. I will consider these comments as I assign participation marks so do come prepared to actively contribute.**

(a) Before class on September 17 read chs. 1, 7–9 in Hawk, *Violence of the Biblical God*. In no more than one page (typed, single spaced, 12-point Times New Roman, 1" margins) provide: (i) in one paragraph, what is Hawk's main methodological approach to warfare violence? (ii) in a short paragraph indicate how his approach and argument is helpful to you; (iii) in a short paragraph indicate where his approach and argument is less than helpful and why this is so; and (iv) provide 2-3 questions that you will bring to a small group discussion. These must show specific interaction with his work and be aimed at generating helpful group discussion; **NO LATE PAPERS ACCEPTED AS THIS WILL BE THE BASIS OF SMALL GROUP DISCUSSION IN CLASS (4%)**

(b) Before class on September 24 read chs. 1, 7–13 in Lynch, *Flood and Fury*. In no more than one page (typed, single spaced, 12-point Times New Roman, 1" margins) provide: (i) in one paragraph, what is Lynch's main methodological approach to warfare violence? (ii) in a short paragraph indicate how his approach and argument is helpful to you; (iii) in a short paragraph indicate where his approach and argument is less than helpful and why this is so; and (iv) provide 2-3 questions that you will bring to a small group discussion. These must show specific interaction with his work and be aimed at generating helpful group discussion; **NO LATE PAPERS ACCEPTED AS THIS WILL BE THE BASIS OF SMALL GROUP DISCUSSION IN CLASS (4%)**

(c) Now that you have engaged these two authors, read Webb and Oeste's *Bloody, Brutal, and Barbaric*? Prepare an 8 page critical interaction on this volume. You are not expected to provide any comparison to the Hawk and Lynch volumes but can do so if it is particularly helpful to your point. See the guidelines for a critical interaction at the end of this syllabus.

(3) **Two sets of Reading Notes. 25% total; 12.5% each,** each 1-2 pages (typed, single-spaced, 12 point Times New Romans, 1" margins) as follows:

(a) Pick and sign up (on Pages Tab) for two weeks of Week 4 (Joshua 2), Week 6 (Joshua 5), Week 7 (Joshua 7-8), Week 8 (Joshua 9-12), Week 10 (Joshua 22), or Week 12 (Theology of Joshua).

(b) for those two weeks, prepare reading notes each 1-2 pages (typed, single-spaced, 12 point Times New Romans, 1" margins). If there are multiple readings for that week, pick one of the readings that most interests you and which you'd like to discuss with your colleagues. The notes should summarize the author's thesis and method of approach in a short paragraph, then provide two critical comments showing your (dis)agreement with the author (and why), and 1-2 questions that thoughtfully engage the material and aim to generate class discussion. **Due on Quercus by 11:59 pm the night before class.**

(4) **Final Research Paper (40%; due on Quercus by 11:59 pm Tuesday, December 10, 2024.** 3,500-4,000 words (excluding notes, bibliography, title, table of contents), typed in 12-point font and double-spaced with one-inch margins. This paper allows you to explore in greater detail a particular text or topic that arises in the book of Joshua. It is an AD-level research paper and must show considerable engagement with scholarly, peer-reviewed materials to support your thesis. **Be sure to discuss your idea with me to ensure it is narrowed in scope, engages a suitable methodology for the text/topic in question, and has adequate available materials to support your research.** You can select from a methodology(ies) that will help illuminate the text or topic (eg., exegetical, narrative, historical, comparative, feminist, etc). Be sure to include an introduction and conclusion, and a strong thesis that you argue throughout the paper. In the final ½ page, you can address topics of application for the church today, or connection to the NT. Consider preparing a paper that could then be submitted for a conference, or for publication.

### 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).

### ***Policy on Late Assignments and Course Extensions (BD; Nov 2022)***

***Late Assignments and Extensions (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 determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted.** The final deadline for the submission of assignments is the date set by the instructor in the syllabus, 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. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

**Policy on Course Extension (BD)** Students with documented medical 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 must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

**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**

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**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.

### **Wycliffe Plagiarism Policy (November, 2022)**

1. In cases of academic dishonesty, Wycliffe College will follow the policy and procedures in the [University of Toronto's 'Code of Behaviour on Academic Matters'](#), as understood in the TST *Basic Degree Handbook*, section 15.1.2-4 (see appendix).

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. 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* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters*

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>, a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges  
[http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)

2. When a professor has reasonable grounds to suspect academic dishonesty, the professor shall notify the student and invite the student to discuss the matter. If it is established that a violation of the policy has occurred, or if the student fails to respond to the professor's invitation, a report shall be made to the program director and copied to the Registrar and to the student.
3. If the student is a member of another college, the professor shall make an additional report to the Principal, who will bring the matter to the attention of the appropriate college head.
4. We recognise that in many cases the first occurrence can be a useful teaching moment. When an incident is a first offense, it lies within the professor's discretion to issue a warning, to ask for work to be resubmitted, or to assign a zero for the assignment. In any event, notification of action taken shall be reported to the program director and Registrar.
5. When it is determined by the program director or the Registrar that a student has committed a second offense of academic dishonesty, the matter shall be referred to the Principal.

**Use of AI.** Use of AI generated material (such as ChatGPT or other AI sources) is prohibited for all coursework unless specifically allowed by the professor. Should a student be found to use generative AI without permission, the assignment will be considered as plagiarized and will be graded at zero.

**Recording Policy.** Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar's office.
- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for

example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.

- Students creating unauthorized audio and/or video recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

**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. Assignments must be submitted through Quercus unless otherwise specified.

**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](http://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

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Note: all readings except course texts and those otherwise identified are in the weekly modules for this course on Quercus. Come prepared to discuss. Many of the readings have been loaded to the Library Reading List tab in Quercus (accessible for credit-students).

### Week 1

Sept 10

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

**Reading Preparation:** Read the book of Joshua, preferably in one sitting. Be prepared to discuss the genre of Joshua, informed by: McConville, "Joshua and Genre: History and Myth" in *Crossing Divides*; Hawk, "Introduction" in *Joshua* (Berit Olam); Earl, "Reading Joshua as Christian Scripture"; and Pitkanen, "Ancient Israel and Settler Colonialism."

## **Week 2**

Sept 17

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

**Reading Preparation:** Hawk, *The Violence of the Biblical God*, chs. 1, 7-9.

**Due by 11:59 pm on Monday: 1-page critical engagement with Hawk. (All students). Submit through Quercus.**

## **Week 3**

Sept 24

*Today's Topic:* Warfare Violence; Joshua 1, Preparing to Enter

**Reading Preparation:** Joshua 1 & commentaries; Lynch, *Flood and Fury*, chs. 1, 7-13

**Due by 11:59 pm on Monday: 1-page critical engagement with Lynch. (All students). Submit through Quercus.**

## **Week 4**

Oct 1

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

**Reading Preparation:** Joshua 2 & commentaries; Taylor/DeGroot, "Rahab" in *Women of War, Women of Woe* (online through library); Russaw, "Reading Rahab with Larsen;" Scholz, "Convert, Prostitute, or Traitor"; and Garcia-Alfonso, "Rahab from a Cuban Perspective" (this last one cannot be used for the reading notes)

**Due: Reading Notes for students signed up for today.**

## **Week 5**

Oct 8

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

**Reading:** Joshua 3-4 and commentaries; Hubbard, "What Do These Stones Mean?"; Thigpen, "Lord of All the Earth."

**Due by 11:59 pm today: 3-4 page critical comparison of Hawk and Lynch (BD students only). Submit through Quercus.**

## **Week 6**

Oct 15

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

**Reading Preparation:** Joshua 5-6 and commentaries; Chambers, "Reading Joshua with Augustine and Sommers"

**Suggested Reading for Interest:** Hess, "The Jericho and Ai of the Book of Joshua"; Friedmann, "Fall of Jericho as Earthquake Mythology"

**Due: Reading Notes for students signed up for today.**

## **Week 7**

Oct 22

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

**Reading Preparation:** Joshua 7-8 and commentaries; Berman, "The Making of the Sin of Achan."

**Due by 11:59 today: 8 page critical interaction with Oeste & Webb (AD students only). Submit through Quercus.**

**Due: Reading Notes for students signed up for today.**



## Oct 30 - No Class; Reading Week

### Week 8

Nov 5

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

**Reading Preparation:** Joshua 9-12 and commentaries; come prepared to discuss Origen's Homilies 10-13; Sharp, "'Are You For Us, or For Our Adversaries?'"

**Due: Reading Notes for students signed up for today.**

### Week 9

Nov 12

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

**Reading Preparation:** Joshua 13-21 and commentaries; come prepared to discuss Firth, "The Book of Joshua: Identity of the People of God" in *Including the Stranger*; and Taylor/DeGroot, "Achsah, Caleb's Daughter" in *Women of War, Women of Woe* (online through library).

### Week 10

Nov 19

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

**Reading Preparation:** Joshua 22 and commentaries; Wray Beal, "The Past as Threat and Hope"

**Due: Reading Notes for students signed up for today.**

### Week 11

Nov 26

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

**Reading Preparation:** Joshua 23-24 and commentaries; Gaiser, "A Call to Confession"

### Week 12

Dec 3

*Today's Topic:* Theology of Joshua, and Ongoing Influence

**Reading Preparation:** Hawk, "Indigenous Helpers and Renegade Invaders"; Morrow, "Deuteronomy 7 in Postcolonial Perspective."

**Viewing Preparation:** Veggie Tales cartoon "Josh and the Big Wall" (<https://www.youtube.com/watch?v=eHyG1NqI4Wo>); spend some time watching the following movie: [JOSHUA \(Christian Movie in English\) - Bing video](#)

Feel free to bring along other popular examples you find that engage the book!

**Due: Reading Notes for students signed up for today.**

Dec 10

**Due: Final Research Paper**



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**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.

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### How to Prepare a Critical Book Interaction (for AD students only)

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.