



Advanced Theological Research

BMIN-5990-01

Bob Turner

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Fall 2017

Tuesday 8:15-10:50

Harding School of Theology

Date	Readings	Assignment Due	Skills
Aug 22			*Syllabus *Orientation *Canvas
Aug 29	<ul style="list-style-type: none"> Capitani, "Reflection Papers," in <i>Research and Writing in Seminary</i>, ch. 4 Lewis, "The Ministry of Study," 101-6. Prothero, <i>Religious Literacy</i>, 21-38 Turner, "If These Walls Could Talk," Wallace, Commencement Address. 		Books *Online Catalog *World Cat
Sep 5	<ul style="list-style-type: none"> Thielicke, <i>A Little Exercise for Young Theologians</i> 	Thielicke Response	Periodicals *ATLA *ATLA Scripture
Sep 12	<ul style="list-style-type: none"> Huey, "Churches of Christ" Beck, "Four Reasons Why I'm Church of Christ" 		Periodicals EBSCO Infotrac
Sep 19	<ul style="list-style-type: none"> Kibbe, <i>From Topic to Thesis</i> 	Kibbe Response	BE: Management Zotero
Sep 26	<ul style="list-style-type: none"> Badke, <i>Research Strategies</i>, 48-66, 71-90. 		BE: Turabian
Oct 3	<ul style="list-style-type: none"> Stuart, <i>A Guide to Selecting and Using Bible Commentaries</i>, 7-34 Bradley, <i>Church History</i>, 33-52 King, <i>How We Know What We Know About Antiquity</i>, 1-16. 		Subject Biblical Studies

	<ul style="list-style-type: none"> • Olbricht, “Biblical Interpretation in North America in the Twentieth Century” • Hughes, “How Can We Account?” 		
Oct 10	Midterm Exam		Subject ANE/Classics
Oct 17	<ul style="list-style-type: none"> • Allen, “Prologue to Good Christian Writing” 	Allen Response	
Oct 24	<ul style="list-style-type: none"> • Vyhmeister, <i>Your Guide to Writing Quality Research Papers</i>, 99-110, 168-78. 		Subject Theology
Oct 31	<ul style="list-style-type: none"> • Strunk and White, <i>The Elements of Style</i> 		Writing Lab Subject Church History
Nov 7	<ul style="list-style-type: none"> • Friedersdorf, Conor, “The New Intolerance of Student Activism,” <i>The Atlantic</i>, 2015 • Heller, Nathan. “The Big Uneasy,” <i>The New Yorker</i>, May 2016. 		Subject Ministry
Nov 14		Essay Due at 11:59	Subject Counseling
Nov 21	Thanksgiving Break		
Nov 28		Book Review Presentation	
Dec 5	Final Exam		

Readings

Allen, Leonard, “Prologue to Good Christian Writing,”

Badke, William B. *Research Strategies*, ed. New York: iUniverse, 2014, 48-66, 71-9.

Beck, Richard, “[Four Reasons Why I’m Church of Christ.](http://experimentaltheology.blogspot.com/2011/10/four-reasons-why-im-church-of-christ.html)”

<http://experimentaltheology.blogspot.com/2011/10/four-reasons-why-im-church-of-christ.html>

Bradley, James E., and Richard A. Muller. *Church History: An Introduction to Research, Reference Works, and Methods*. Grand Rapids: Eerdmans, 1995, 33-52.

Capitani, Diane, *Research and Writing in the Seminary*, ch. 4.

Friedersdorf, Conor, “The New Intolerance of Student Activism,” *The Atlantic*, 2015

Heller, Nathan. “The Big Uneasy,” *The New Yorker*, May 2016.

Huey, Keith. “Churches of Christ,” In *Encyclopedia of Religion in America*, edited by Charles H. Lippy and Peter W. Williams, 1:460-66. Washington, DC: CQ Press, 2010.

Hughes, Richard, “How Can We Account for the Extraordinary Culture of Biblical

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rev 7.12.2017

- Scholarship in Churches of Christ?" Paper read at the Christian Scholars' Conference, 2014.
- King, William J. *How We Know About Antiquity*. Oxford, OH: American Classical League, Miami University, 1978, pp. 1-16.
- Lewis, Jack P. "The Ministry of Study." In *Leadership Questions Confronting the Church*, 101-6. Nashville: Christian Communications, 1985.
- Olbricht, Thomas. "Biblical Interpretation in North America in the Twentieth Century," in *Dictionary of Major Biblical Interpreters*, ed. Donald K. McKim, 88-102. Downers Grove: IVP Academic, 2007.
- Prothero, Stephen. *Religious Literacy: What Every American Needs to Know--And Doesn't*. San Francisco: Harper, 2008, 21-38.
- Stuart, Douglas. *A Guide to Selecting and Using Bible Commentaries*. Dallas: Word, 1990, pp. 7-34.
- Turner, Bob. "If These Walls Could Talk" Jesus Creed Blog: Scot McKnight, <http://www.patheos.com/blogs/jesuscreed/2014/03/12/if-these-walls-could-talk-by-bob-turner/>
- Wallace, David Foster. [Commencement Address, Kenyon College 2005](http://web.ics.purdue.edu/~drkelly/DFWKenyonAddress2005.pdf), <http://web.ics.purdue.edu/~drkelly/DFWKenyonAddress2005.pdf>
- Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Your Guide to Writing Quality Research Papers*, 3rd ed. Zondervan, 99-110, 168-78.

Textbooks

- Michael Kibbe, *From Topic to Thesis: A Guide to Theological Research*. IVP. 2016.
978-0830851317
- William Strunk Jr. and E.B. White, *The Elements of Style*. 4th edition. 1999.
Longman. 978-0205309023
- Helmut Thielicke, *A Little Exercise for Young Theologians*. Eerdmans. 1962.
978-0802811981
- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th edition. Chicago. 2013. 978-0226816388

Purchase and Read one of the Following Titles

- Stanley Fish, *How to Write a Sentence: And How to Read One*. Harper. 2011.
978-0-06-184054-8
- Stephen King, *On Writing: A Memoir of the Craft*. Scribner. 2010. 978-1439156810
- Mary Norris, *Between You & Me: Confessions of a Comma Queen*. W.W. Norton. 2016.
978-0393352146
- Lynne Truss, *Eats, Shoots, & Leaves: The Zero Tolerance Approach to Punctuation*. Avery. 2006. 978-1592402038

Book Review Presentation

You will read a book and make a presentation for the class. You can do the project alone or with a partner. The presentation should be 7 minutes and will serve as a conversation about the book. The format of the presentation is totally up to you. The two words you need to remember are CRITICAL and CREATIVE. You are free to connect the presentation to an item of theological interest or not. Options include, but are not limited to:

- **A Critical Oral Review** (see: *New Yorker*, *New York Review of Books*, *Charlie Rose*, etc).
- **A Point-Counterpoint** where two students review the same book, but provide positives and negatives (see: *Siskel and Ebert*, *Pardon the Interruption*)
- **Multi-Media presentation**. Short film, animation, or musical production.
- **Artistic Presentation**. Music, art, theatrical interpretation, spoken word, etc.

The grading will be open, but rigorous. I want to see you master the material and present it in a way that creatively interacts with the message in a way that represents your own voice, style, energy, and creativity.

Objectives of course

1. Introduce the basic theological research tools.
2. Teach the technique of using reference books.
3. Acquaint you with the methodology of research.
4. Help improve writing skills.
5. Deal with mechanical details (footnotes, bibliography, etc.) of paper writing.

Grading

90=A; 80=B; 70=C; 60=D

Bibliographic Essay	40%
Midterm Exam	20%
Final Exam	15%
Book Review Project	15%
Response Papers	10%

Philosophy of Grading

This course will incorporate both objective and subjective means of assessment. In some cases, there are right/wrong answers (Q: *Who wrote A Manual for Writers?* A: *Kate Turabian*) or right/wrong ways of doing something (Q: *How does A Manual for Writers suggest creating a title page?* A: *See p. 378*). But in many cases, there are not right/wrong answers, but instead a more subjective assessment of whether or not something accomplishes its purpose. This includes evaluation of whether or not a book is *scholarly*, or that a sentence *flows*, or that an argument is

convincing. For these items, there is not a rubric, per se. Instead, the course will hopefully provide resources by which you can identify what makes a work scholarly, or how to write a sentence that flows, and how to make arguments that are convincing. Each of these particular items (and many others) are developmental in nature and can be learned only through experience. The Bibliographic Essay is graded using a rubric that I will provide in class.

Late Assignments

Organization and punctuality are essential practices for sustained excellence in ministry. In hopes of cultivating these virtues, I strongly discourage turning assignments in late. The responses to Allen, Kibbe, and Thielicke will not be accepted after the due date. A zero will be given. A late Bibliographic Essay will be deducted 10%, and will not be accepted after November 28. Feel free to visit with me regarding exceptions due to family emergencies and personal health.

M.Div outcomes

By introducing students to the basic reference tools in biblical interpretation, theology, and church history, this course not only benefits students as they take courses in these areas, but also provides the resources for post-graduate learning and promotes Master of Divinity degree outcomes so that the graduate will (1) demonstrate advanced exegetical skills in the interpretation of Scripture, (2) exhibit an understanding of the primary elements of Christian theology, and (3) exhibit an understanding of the general history of the church and of doctrine, including the Stone-Campbell Movement in particular. The introduction to research methodology and the composition & critique of written assignments should also help the graduate “be able to communicate effectively in written, oral, and multi-media forms” as indicated in another desired outcome for HST M.Div. graduates.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: rjturner@harding.edu

Office Phone Number: (901) 761-1354

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Textbooks

Textbooks can now be ordered through a link on the [HST website](#). The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to

insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.