



## HARDING SCHOOL OF THEOLOGY

ADVANCED THEOLOGICAL RESEARCH

BMIN – 5990

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### Course Objectives

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.
6. Reflect on theological education as an opportunity for spiritual and personal formation.

### Textbooks

Kapic, Kelly. *A Little Book for New Theologians*. InterVarsity Press, 2012. 9780830839759

Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. IVP., 2016.  
9780830851317

Strunk, William Jr. and E. B. White. *Elements of Style*. 4th ed. Pearson, 2000. 9780205309023

*Supplement to Turabian*. 2018 ed. (online at HST website)

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed.  
Chicago: University of Chicago Press, 2018. 9780226430577

### Readings

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

Badke, William B. *Research Strategies*. 7<sup>th</sup> ed. New York: iUniverse, 2021, pp. 48-66, 71-9.

Capitani, Diane and Melanie Baffes. “Reflection Papers.” In *Research and Writing in the Seminary: Practical Strategies and Tools*, 83-101. Jefferson, NC: McFarland, 2014.

Kapic, Kelly. *A Little Book for New Theologians*. InterVarsity Press, 2012.

Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. IVP., 2016.

King, William J. *How We Know About Antiquity*. Oxford, O.: 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.

Powell, Mark E. "The Stone Campbell Movement." In *The Cambridge Companion to American Protestantism*, edited by Jason E. Vickers and Jennifer Woodruff Tait, 419-434. Cambridge: Cambridge University Press, 2022.

Ramsey, Boniface. *Beginning to Read the Fathers*. Rev. ed. New York: Paulist, 2012, 1-18.

Robinson, Edward J. "The Magic of Education: African American Churches of Christ and the Pursuit of Knowledge." In *Hard-Fighting Soldiers: A History of African American Churches of Christ*, 147-59. Knoxville: University of Tennessee, 2019.

Scrivner, Joseph. "African American Interpretation." in *The Oxford Encyclopedia of Biblical Interpretation*, ed. Steven L. McKenzie, 1-8. New York: Oxford University Press, 2013.

Strunk, William Jr., and E. B. White. *Elements of Style*. 4th ed. Pearson, 2000.

Stuart, Douglas. *A Guide to Selecting and Using Bible Commentaries*. Dallas: Word, 1990, 7-34.

*Supplement to Turabian*. 2018 ed.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: University of Chicago Press, 2018, 3-222, 292-318.

Turner, Robert J. "What 1443 Papers Tell Us About One People: Don Meredith's Bibliographic Essay and the Churches of Christ." *Restoration Quarterly* 62, no. 1 (2020): 37-46.

Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Your Guide to Writing Quality Research Papers*. 4<sup>th</sup> ed. Grand Rapids: Zondervan, 2020, 127-138, 195-206.

Readings are available through Canvas with the exception of Kibbe, Turabian, Kopic, Strunk & White, and the *Supplement to Turabian*. You are responsible for all readings, whether or not they are assigned and discussed in a specific class period.

Date	Readings	Assignment Due	Skills
Aug 17			Syllabus  Orientation  Intro to Research
Aug 24	Kibbe (11-44), Lewis, Ramsey	Readings Quiz	Reference Material

Aug 31	Badke, Robinson, Powell,		Online Catalog (books)
Sep 7	Kibbe (46-148), Turner	Readings Quiz	Databases (journals) BE
Sep 14	Turabian, <i>Supplement to Turabian</i>		Internet Resources Evaluating Sources Turabian (1)
Sep 21	NO CLASS		
Sep 22	Spiritual Formation Retreat		
Sep 23	Spiritual Formation Retreat		
Sep 28	Stuart, King, Scrivner	Readings Quiz	Turabian (2) Zotero
Oct 2-5		Midterm	
Oct 12	Study Break/NO CLASS		
Oct 19	Allen, Vyhmeister, Strunk and White	Readings Quiz	Writing Lab
Oct 26	Capitani and Baffes		Writing Lab
Nov 2	Kapic	Readings Quiz Rough Draft (Optional)	Book Reviews
Nov 9	NO CLASS		
Nov 16	NO CLASS	Bibliographic Essay	
Nov 23	Thanksgiving Break/ NO CLASS		
Nov 30		Lab Assignments	BE Debrief Review for Final Exam
Dec 4-8		Final Exam	

## **Spiritual Formation Retreat**

Spiritual formation is a lifelong process and a critical component of ministry. Our hope is that this retreat will encourage and equip you in your personal journey at HST. The retreat will be the **Friday and Saturday of September 22-23**. It will last all day Friday (including dinner) and until around 12:00 p.m. on Saturday. You will be responsible for arranging your own sleeping accommodations for Friday night. You are welcome to communicate with Tina Rogers ([tprogers@harding.edu](mailto:tprogers@harding.edu)) to see if accommodations are available on campus, but these are not always available.

### **Important Due Dates**

October 2-5: Midterm  
November 2: Rough Draft (optional)  
November 16: Bibliographic Essay  
November 30: Lab Assignments  
December 4-8: Final Exam

### **Course Requirements**

#### **Reading Quizzes (5%)**

We will have 5 readings quizzes over the course of the semester (please see class schedule for dates). Quizzes will cover the assigned readings for that class period and will be closed book. Quizzes will be taken in class at the beginning of the session.

#### **Midterm (20%) and Final (25%)**

The midterm and final exams will be given online using Canvas, and students will need to arrange proctors for these exams (the instructor must approve all proctors).

#### **Lab Assignments (10%)**

Lab assignments are designed to acquaint students with various library resources. Class time will be given to work on lab assignments, but students will be responsible for finishing any incomplete lab assignments on their own time.

#### **Bibliographic Essay (40%)**

##### **Assignment**

Choose a section of Scripture for which there are differing positions of interpretation. Write a 6-8 page bibliographic essay on it. Do not choose something that has a parallel account, such as a story in the Synoptic Gospels or Kings/Chronicles. Be cautious about texts where the interpretation relies heavily on material that you are less familiar with, such as original languages, non-canonical literature, or material culture backgrounds.

## Objective

The goal of this project is for you to interact with critical scholarship on a text in hopes of appreciating the diversity of biblical scholarship and the necessity of engaging experts in a field of study. Your primary objective is *not* to determine the meaning of the passage, but to find as much quality material written on that passage as possible, and categorize the various positions held. Give the positions, the proponents, and their reasons or evidence for holding a particular position. Be sure you grasp the authors' intent and their arguments. This is not a sermon or a theological position paper. Your task is to demonstrate that you have accessed and conversed with the scholars, not that you have mastered the subject.

## Resources for Material

You will be responsible to consult indexes and works of content in your research. An index is a tool for discovering what exists (material) and where it exists (location). We will typically use it to discover articles and essays that are located in books and periodicals. Some examples of indexes for this class are Atlas+, Old Testament Abstracts, New Testament Abstracts, and our collection of bibliographies (located mainly in R.R. 016 and around that area in the Reference Room).

Hopefully indexes and other sources will point you in the direction of the significant commentaries, articles, essays, monographs, microfilm, microfiche, and other resources on the topic.

For the paper's bibliography, you will cite the works of content (commentaries, journal articles, etc.) that are referenced within your paper. You will also submit a separate list of the sources that you consulted (indexes, databases, bibliographies) in order to find the works of content that appear within your paper.

## Style

The paper must conform to the style of the Turabian Manual of Style (9th edition) and the HST Supplement to Turabian.

## Examples

There is a Sample Paper on reserve and in Canvas that will give you an idea of what the paper should look like. You might also consider:

Moore, Michael S. "Ephesians 2:14-16: A History of Recent Interpretations." *Evangelical Quarterly* 54, no. 3 (July-September 1982): 163-168.

## Suggested Texts

You may write on the text of your choice, provided I think it is a wise choice for the assignment.

Here are some texts that lend themselves to bibliographic essays:

Genesis 1:26; Exodus 4:24-26; Joshua 10:12-14; Judges 11:29-40; Hosea 1:2; Matthew 3:15; 16:19-19; Luke 16:1-13; John 3:5; Romans 1:17; 7:14-25; 8:28; 11:26; 13:1-7; 1 Corinthians 7:15; 11:2-16; 14:34-35; Galatians 3:28; Ephesians 2:8-9; Colossians 2:14; 1 Timothy 2:12; 2:15; 1 Peter 3:18-22; 1 John 5:16.

## Grading

90-100=A; 80-89=B; 70-79=C; 60-69=D

## 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*). 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.

## 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. Late assignments will be deducted 10% per day **and will not be accepted more than a week past the due date**. Feel free to visit with me regarding exceptions due to family emergencies and personal health.

## Class Attendance and Participation

Classroom Attendance:

Missing a class session may result in a penalization of up to 5% off your final grade **for each session missed**.

Retreat Attendance (Friday – Saturday):

The spiritual formation retreat is a vital part of our time together and is a required element of the course. Failure to attend the retreat will result in a penalization of up to 35% off your final grade.

## 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 and critique of written assignments should also help the graduate “be able to communicate effectively in written, oral, and multimedia 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: [jholland7@harding.edu](mailto:jholland7@harding.edu)

Office Phone Number: (901) 432-7751

### **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 ensure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books.

### **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.

### **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.

## Canvas Online Learning System

This course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system, although it is best to email directly to [jholland7@harding.edu](mailto:jholland7@harding.edu).

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**