



## HARDING SCHOOL OF THEOLOGY

### ADVANCED THEOLOGICAL RESEARCH

BMIN 5990

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June 3–8, 2024

Class will meet in the library classroom from 8am to 10:55am and from 1pm to 4pm Monday through Thursday. The Spiritual Formation Retreat will meet all day Friday and Saturday until noon.

### Course Objectives

A successful student in this course will:

#### Research methods:

- Know the library's physical layout and the roles of library personnel.
- Locate and use theological research tools, especially reference books and databases.
- Mature in understanding the methodologies of theological research.

#### Writing processes and products:

- Exhibit competency in governing one's own writing processes.
- Correctly carry out HST conventions (format, footnotes, bibliography, etc.) for papers.
- Write clearly and correctly.

#### Spiritual formation:

- Reflect in community on theological education as an opportunity for spiritual and personal formation.

### Textbooks

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

Strunk, William Jr. and E. B. White. *Elements of Style*. 4th ed. Boston: Allyn and Bacon, 2000. 9780205309023

*Supplement to Turabian*. 2018 ed. (online @ HST > Library > Research Tools)

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

### Readings

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

Hanegan, Michael, and Chris Rosser. Blog post, 2024.

[“Artificial Intelligence and the Future of Theological Education.”](#)

Hughes, Richard. “How Can we Account for the Extraordinary Culture of Biblical and Religious Scholarship in Churches of Christ?” Paper Read at Christian Scholar's Conference, 2014.

- 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.
- Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. Downers Grove, IL: IVP Academic, 2016.
- King, William J. *How We Know About Antiquity*. Oxford, OH: American Classical League, Miami University, 1978, pp. 1-16.
- Kutsko, John. "To Serve, Preserve, and Protect." Blog post, Atla website, March 5, 2024. <https://www.atla.com/blog/to-serve-preserve-and-protect/>
- 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.
- 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. *Hard-Fighting Soldiers: A History of African American Churches of Christ*, Chapter 11: "The Magic of Education: African American Churches of Christ and the Pursuit of Knowledge." 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. Boston: Allyn and Bacon, 2000.
- Stuart, Douglas. *A Guide to Selecting and Using Bible Commentaries*. Dallas: Word, 1990, pp. 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. pp. 3-132, 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, pp. 127-138, 195-206.
- Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. 2<sup>nd</sup> ed. London: Bloomsbury T&T Clark, 2015, 1-17, 21-24, 41-55, 125-127, 139-142, 163-139, 197-199, 227-232, 269-287, 331-346, 409-427.

Readings are available through Canvas except Kibbe, Strunk & White, and Turabian. You are responsible for all readings. **All readings must be completed PRIOR to the first day of class.**

Date	Readings	Assignment Due	Skills
Mon June 3	Huey Lewis Powell Ramsey Robinson		Syllabus Orientation Intro to Research Online Catalog Worldcat

Tues June 4	Hughes King Olbricht Scrivner Stuart		Periodical Databases (Atlas+, EBSCO, Infotrac) Book Reviews
Wed June 5	Badke Hanegan and Rosser Kibbe Kutsko Turner and <i>Supplement to Turabian</i>	Midterm	Bibliographic Essay Zotero Turabian
Thurs June 6	Strunk and White Vyhmeister Yaghjian	Lab Assignments Part 1 (due by 11:59 p.m.)	Writing Lab: Process and Product
Fri June 7	Spiritual Formation Retreat		Retreat
Sat June 8	Spiritual Formation Retreat		Retreat

### **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 held Friday and Saturday, June 7 – 8. It will last all day Friday (including dinner) and until around noon on Saturday.

### **Important Due Dates (after intensive week)**

June 24: Lab Assignments Part 2

July 1-5: Final Exam

July 15: Bibliographic Essay

### **The Bibliographic Essay Assignment**

#### **Assignment**

Choose a section of Scripture for which there are differing positions of interpretation. Write a 6- to 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 interpretations rely 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 describe or map 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, an exegesis, 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 nor that you have an opinion on what the passage means.

## Resources for Material

You will be responsible to consult both **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 reference bibliographies (located mainly in R.R. 016 and around that area in the Reference Room).

Indexes and other sources will point you in the direction of the significant **works of content**, such as commentaries, articles, essays, monographs, works on microfilm, works on microfiche, and other resources on the topic.

In your paper, you **will cite** only the works of content. You **will not cite** the databases or bibliographies you used to find the commentaries or articles you are writing about. But you **will** submit a separate list of the tertiary sources you consulted (indexes, databases, bibliographies).

## Style

The paper must conform to the style of the *Turabian Manual of Style* (9<sup>th</sup> 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

Bibliographic Essay	40%
Midterm Exam	25%
Final Exam	25%
Lab Assignments	10%

## Philosophy of Grading

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 judgment about the degree to which your work accomplishes the purpose of the assignment. Such judgments include, for example, evaluations of whether or not a source is scholarly, or if a paragraph or sentence is clear, or if a summary or paraphrase is accurate. The course provides resources to guide you in identifying what makes a work scholarly and in managing your writing process. In these matters (and many others) your judgment must be refined by reading, instruction, revision, and correction.

## Late Assignments

Organization and punctuality are essential practices for sustained excellence in ministry. Therefore, turning in assignments late is strongly discouraged. 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 (Monday – Thursday):

Missing a class session (AM session: 8:00 – 10:55; PM session: 1:00 – 4:00) during intensive week may result in a penalty 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 penalty of up to 35% off your final grade.

## Relationship to M.Div Outcomes

By introducing students to the basic reference tools in biblical interpretation, theology, and church history, this course benefits students as they take courses in those areas. It also provides

the resources for post-graduate learning. And it promotes HST's 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 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, by Zoom, or by phone):

Email: [cberryhill@harding.edu](mailto:cberryhill@harding.edu)

Phone Number: (325) 660-3250

### **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 which meets once a week, a typical student should expect to spend at least nine hours per week dedicated to the course. Intensive courses compress 14 weeks of class meetings into one, so readings must be done before the intensive week begins, and some assignments are due after the intensive week.

### **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.

### **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 before 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 [cberryhill@harding.edu](mailto:cberryhill@harding.edu).

Harding University gives each student an email address that also utilizes your username. 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.**