



FAULKNER UNIVERSITY

SYLLABUS

FOR

COURSE NUMBER & NAME: BI 7301 Biblical Scholarship and Christian Ministry

CATALOG DESCRIPTION: This course provides direction in advanced academic research and its integration with Christian ministry. It involves advanced research methods for writing scholarly literature and application of research toward enhancing Christian knowledge and mission. *Offered every fall semester.*

PREREQUISITES: Admission to the PhD in Biblical Studies

NUMBER HOURS CREDIT: 3

MODE OF DELIVERY: X Online ___ On Ground ___ Hybrid

J. David Stark

Dr. J. David Stark, Professor
Kearley Graduate School of Theology

Randall C. Bailey (approval on file)

Dr. Randall C. Bailey, Chair
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Disability Services

Center for Disability Services serves as the central contact point for all students with disabilities at Faulkner University including Alabama Christian College of Arts and Sciences, College of Education, Harris College of Business, V. P. Black College of Biblical Studies, College of Health Sciences, Jones School of Law, and all extended campuses. Students are responsible for informing the University of their needs for services and accommodations. Contact Disability Services at 334-386-7185, 1-800-879-9816, x7185, email Nichole Fussell at nfussell@faulkner.edu, or visit <https://www.faulkner.edu/academic-resources/center-for-disability-services/>.

Student Access to Faculty and Administration

Students may contact the appropriate director, dean, department chair, or the Vice President for Academic Affairs as needed; contact information is posted on the web and available at <http://www.faulkner.edu/studentlife/documents/FacultyandAdministration.pdf>.

The Academic Center for Excellence (ACE)

The ACE provides academic support to all Faulkner students in all disciplines. To learn about ACE services, schedule a face-to-face appointment with a tutor, or learn more about TutorMe (24/7 online tutoring) please visit the ACE website www.faulkner.edu/ace. You are welcome to drop by the ACE in Brooks Hall 405. If you have questions after reading the website, please email them to ace@faulkner.edu.

SYLLABUS

I. PURPOSE:

This course is intended to broaden post-graduate-level experience in biblical scholarship through the use of library resources, research tools, and materials needed for effective advanced research and writing. It will emphasize the proper use of primary and secondary sources, appropriate documentation of research projects and developing scholarly literature and publications. The course assists students to develop critical thinking in reading, writing, and application of their scholarly pursuits in order to add to the Christian knowledge base and pursue the mission of God in ministry.

In particular, this course focuses on producing critical biblical scholarship that can hold its own ground in academic biblical studies pursued in a predominantly secular context. This course is complemented by BI 7316 Advanced Studies in Biblical Theology, where we focus on the hermeneutic engagement involved in integrative biblical interpretation that leads toward whole-Bible biblical theology and proves fruitful to enrich the church.

II. COURSE OBJECTIVES: By the end of this course, students will be able to:

1. Write and present scholarly research of dissertation or publishable quality.
2. Write and present critically sound scholarly work.
3. Relate biblical scholarship to a given ministry context (e.g., local or foreign missions, church teaching or preaching, one or another socio-cultural situation).

III. COURSE PREMISE, PHILOSOPHY, and METHODOLOGY:

This course reaches its instructional goals by our cooperation together. The *course premise* is that you learn this material best through written assignments, class discussion, assigned readings, class presentations and research that integrate every aspect of your learning process. The *course philosophy* is those of you who participate to the best of your ability in all of these areas will tend to have greater success than those who do not. The *course methodology* involves lectures, reading assignments, discussion forums, and written assignments. The reading assignments will prepare you for participation in class discussions. The written assignments will assist you in integrating your learning experience and developing your scholarly writing skills. As with any scholarly pursuit, each of you should also take personal initiative to go beyond these assignments in seeking other available data that will, when added to the assignments, give the class a breadth and depth not otherwise available.

IV. CONTENT OUTLINE:

Module 1: Scholarship, scholars, and publishing
Module 2: Scholarship, faith, and the church
Module 3: Scholarship and culture

V. RESOURCES:

1. REQUIRED MATERIALS: It is your decision as an independent moral agent whether or not to procure these required materials, or whether to consult them by some other means (e.g., library). If you elect not to procure any materials here listed as required, you are solely responsible for that decision and any consequences (foreseeable or otherwise) that may follow from it.
 - a. Standard resources: Some [hardware, software](#), and [writing resources](#) you will need across the whole curriculum at KGST. You should, therefore, ensure that you have ready access to *all* of these tools and resources.
 - b. Texts
 - i. Scholarship, faith, and the church
 1. Augustine, *On the Profit of Believing*. Pages 344–66 in *Nicene and Post-Nicene Fathers, First Series 3*. Edited by Philip Schaff. Buffalo: Christian Literature Publishing, 1887. Choice of one from the following or another version of the same edition:
 - a. Paperback: Repr., New York: Cosimo, 2007. ISBN: 978-1-6020-6595-6
 - b. Public domain PDF. [Google Books](#)
 2. Fox, Michael V. “Bible Scholarship and Faith-Based Study: My View.” *Society of Biblical Literature Forum*, February 2006. [SBL Forum](#)
 3. Marsden, George M. *The Outrageous Idea of Christian Scholarship*. New York: Oxford University, 1997. ISBN: 978-0-19-512290-9
 4. Noll, Mark A. *Between Faith and Criticism: Evangelicals, Scholarship, and the Bible in America*. 2nd ed. Grand Rapids: Baker, 1991. ISBN: 978-1-57383-098-0
 5. Noll, Mark A. *The Scandal of the Evangelical Mind*. Grand Rapids: Eerdmans, 1994. ISBN: 978-0-8028-4180-3
 6. Richards, E. Randolph, and Joseph R. Dodson. *A Little Book for New Bible Scholars*. Downers Grove, IL: InterVarsity Press, 2017. ISBN: 978-0-8308-8305-9
 7. Thielicke, Helmut. *A Little Exercise for Young Theologians*. Grand Rapids: Eerdmans, 1962. ISBN: 978-0-8028-1198-1
 - ii. Scholarship, scholars, and publishing
 1. Alexander, Patrick H., and Julia Kostova. “Tips of the Trade—Self-Promotion for Humble Scholars.” Association of Theological Schools webinar. [Vimeo](#)
 2. Alexander, Patrick H., and Julia Kostova. “You’re Not in Kansas Anymore—Identifying and Approaching a Publisher.” Association of Theological Schools webinar. [Vimeo](#)
 3. Badenhorst, Cecile. “Thesis Writing: PPS&Q, Writing Fluency and Overcoming Procrastination.” 2016. [YouTube](#)

4. Badenhorst, Cecile. "Writing at the Doctoral Level." 2021. [YouTube](#)
 5. D'Elia, John A. *A Place at the Table: George Eldon Ladd and the Rehabilitation of Evangelical Scholarship in America*. Choice of one from the following:
 - a. Hardback: Oxford: Oxford University Press, 2008. ISBN: 978-0-19-534167-6
 - b. Open-access PDF: Ph.D. diss., University of Stirling, 2005. [University of Stirling](#)
 6. Garrett, Susan R. "What They Tell You and What They Don't: Conversations with the Dean on Promotion and Tenure." Association of Theological Schools webinar. [Vimeo](#)
 7. Köstenberger, Andreas J. "Editorial." *JETS* 44 (2001): 1–3. [JETS](#)
 8. Köstenberger, Andreas J. *Excellence: The Character of God and the Pursuit of Scholarly Virtue*. Wheaton, IL: Crossway, 2011. ISBN: 978-1-58134-910-8
 9. Kostova, Julia and Patrick H. Alexander. "Dancing with Wolves: Responding to Peer Review." Association of Theological Schools webinar. [Vimeo](#)
 10. McEnerney, Larry. "The Craft of Writing Effectively." University of Chicago, 2014. [YouTube](#)
 11. Munger, Michael. "Guide to Academic Publishing." Institute for Humane Studies playlist. [YouTube](#)
 12. Newman, Carey C. "Publishing 101: What to Expect, What to Do." Association of Theological Schools webinar. [Vimeo](#)
 13. Oden, Daniel B., and J. David Stark. "Making Scripture First: A Conversation with the Editors." 2020. [J. David Stark](#)
 14. Porter, Stanley E. *Inking the Deal: A Guide for Successful Academic Publishing*. Waco, TX: Baylor University, 2010. ISBN: 978-1-60258-265-1
 15. Silvia, Paul J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. 2nd ed. Washington, DC: American Psychological Association, 2018. ISBN: 978-1-4338-2973-4
 16. White, Andrea C. "Living a Life of the Mind without Losing Your Mind—Establishing a Research Agenda." Association of Theological Schools webinar. [Vimeo](#)
- iii. Scholarship and culture
1. Chalmers, Aaron. "The Influence of Cognitive Biases on Biblical Interpretation." *BBR* 26.4 (2016): 467–80. [EBSCO](#)
 2. DeYoung, Curtiss Paul, Wilda C. Gafney, Leticia A. Guardiola-Sáenz, George Tinker, and Frank M. Yamada, eds. *The Peoples' Companion to the Bible*. Minneapolis: Fortress, 2010. ISBN: 978-0-8006-9702-0

3. Gin, Deborah, Eric D. Barreto, and Leah Payne. "Public Engagement—What's at Stake." Association of Theological Schools webinar. [Vimeo](#)
4. Jennings, Willie James. "The Change We Need: Race and Ethnicity in Theological Education." *TEd* 49.1 (2014): 35–42. [EBSCO](#)
5. Scharen, Christian. *Fieldwork in Theology: Exploring the Social Context of God's Work in the World*. The Church and Postmodern Culture. Grand Rapids: Baker Academic, 2015. ISBN: 978-0-8010-4930-9
6. Smith, James K. A. *Who's Afraid of Postmodernism?: Taking Derrida, Lyotard, and Foucault to Church*. The Church and Postmodern Culture. Grand Rapids: Baker Academic, 2006. ISBN: 978-0-8010-2918-9

V. SUPPLEMENTARY/SUGGESTED MATERIALS:

1. Any additional texts from [this bibliography](#).
2. Research help from [24/7 Ask-A-Librarian](#).

VI. COURSE REQUIREMENTS AND EVALUATION

1. ASSIGNMENTS:

- a. (S/U, COs 1–3¹) [Course requirements quiz](#)
- b. (S/U, COs 3) [Introductory discussion](#)
- c. (S/U, COs 1–3) [Progress pensées](#)
- d. (5%, COs 1–2) [Major essay proposal](#): By the end of Week 3, you must submit a written proposal for your term's major essay. For topic guidance, see below under "major essay."
- e. (S/U, COs 1–3) [Live seminar meetings](#)
- f. (S/U, COs 1–2) Major essay response signups: By the end of Week 5, you will sign up for the classmate whose essay you would like to review later in the term. If you do not sign up to review a classmate's essay by the end of Week 5, I will assign the classmate whose essay you will review.
- g. (10%, COs 1–2) PPS&Q: In her assigned lectures (especially, "Thesis Writing"), Cecile Badenhorst describes a "PPS&Q" exercise to help structure an academic research argument (see also [this handout](#)). By the Tuesday of Week 6, you must submit a document containing a PPS&Q draft for your major essay, and you must revise and resubmit this document by the Tuesday of Week 8. By the end of Week 6 and Week 8, you must also reply to at least one classmate's PPS&Q post. Each reply must contain at least one helpful comment about how your classmate's PPS&Q could be improved. The purpose of this PPS&Q exercise is to help you clearly stake out the major, structural elements of your essay's

¹ The abbreviation "CO[s]" refers to "course objective[s]," and the accompanying numbering indicates which assignments produce the learning outcomes identified above under §II.

argument. Your submissions must begin with an SBL-style title page, but you need not observe any other specific formatting requirements, as long as you clearly demarcate the different elements of the PPS&Q framework. Your submissions will be assessed primarily on how clear and compelling the major elements of your essay's argument appear in these submissions.

- h. (30%, COs 1–2) [Major essay](#): The essay must address some biblical text or topic in a strictly exegetical and historical manner. For the purposes of this exercise, any slide away from a strictly exegetical and historical argument will negatively impact the grade of your essay's final draft. By the end of Week 10, you must attach a first draft of your essay to a post in the appropriate discussion forum so that your respondent will have access to it and I will be able to see that you have submitted your draft. Your essay's final draft is due by the end of Week 15.
- i. (15%, COs 1–2) [Major essay first draft response](#): By the end of Week 11, you must submit your written response to your classmate's essay draft. You will present this response at the designated time during our Week 12 live seminar meetings.
- j. (20%, COs 3) [Topical essay](#): On [the topics addressed in Modules 1–2](#), you will produce one essay by the end of Week 11. And you will evaluate each of your classmate's essays by the Monday of Week 12.
- k. (5%, COs 1–2) [Major essay first draft presentation](#): At the designated time during Week 12 live seminar meetings, you will present your essay (perhaps in summary form). You will hear a classmate's response to your essay, and you will discuss with the rest of us whatever questions arise about your project.
- l. (15%, CO 1–2) [Major essay self-response](#): By the end of Week 16, you must submit your written response to your own essay's final draft. In your response, you must address your own essay from the perspective of someone who primarily disagrees with it (although the perspective you adopt need not be one that disagrees with all of your essay). In your discussion, be especially careful to avoid setting up "straw men." If the class were not familiar with your essay or (if you include one) your appendix, we should have no reason to suspect anything from your writing of this assignment other than that it represents your settled opinion that you are arguing as fully and convincingly as possible. In this discussion, the goal is to help you assess your own research through others' eyes. You can then continue developing this skill in future writing and using it to improve the arguments that you make there by taking fuller account of others' perspectives ahead of time. The reading assigned for this unit gives an array of viewpoints from which you might approach this response, but by no means is it intended to be exhaustive. If you wish, you may include an appendix of no more than 50 words to clarify whether you agree with the analysis in this essay or are merely pursuing it due to the requirements of the assignment. In this case, the 50-word maximum is firm and *not* subject to [the normal 10% or 100 word extension](#).

- m. (S/U, COs 1–3) [Daily lection reflection](#)
 - n. (S/U, COs 1–3) [Course evaluation](#)
2. OTHER INFORMATION: The term’s final course grades will be submitted by 12:00 pm, 17 Dec. For further details, see this course’s [other standard information](#).

VII. COURSE GRADING

A = 90–100% B = 80–89% C = 70–79% D = 60–69% F = 59% and below

For more information about grading, please see also this course’s [expanded grade scale](#).

VIII. COURSE CALENDAR:

Where particular sections of a given resource are cited for readings below, you are expected only to read those sections. Where only an author’s name (or name and work title) are noted, you are expected to read the entire piece indicated. The order of the readings indicates what seems the best suggested reading order (e.g., less to more advanced, earlier to later). In some or all cases, it may be beneficial for you to try to begin the reading indicated below before the unit in which that reading is scheduled.

To verify student identity across the curriculum, the university uses Bio-Sig. Before you can progress to the course’s first module and any module thereafter, you must complete the Bio-Sig introductory module. This module will introduce you to Bio-Sig, assist you with enrolling in the service, and help you verify that you have successfully enrolled.

Week	Readings and Content	Assignments
Module 1: Scholarship, scholars, and publishing – By the end of this module, you will be able to: <ul style="list-style-type: none"> ➤ Confirm your willingness to comply with this course’s stated requirements. ➤ Identify and connect with the other participants in this course. ➤ Discuss this module’s scheduled readings. ➤ Discuss your plans for this course’s major essay. 		
1 (19 Aug–25 Aug)	Syllabus, standard course information , and other introductory and instruction documents, daily lections, Köstenberger (“Editorial”), Badenhorst (“Doctoral Level”), McEnerney, Silvia	Course requirements quiz (Thursday), introductory discussion
2 (26 Aug–1 Sep)	Daily lections, Badenhorst (“Thesis Writing”), Munger, Porter, White	Progress pensées post (Tuesday) and reply
3 (2 Sep–8 Sep)	Daily lections, Alexander and Kostova (“Kansas”), Newman, Garrett	Major essay proposal
4 (9 Sep–15 Sep)	Daily lections, Kostova and Alexander, live seminar meeting (Thursday)	Live discussion
5 (16 Sep–22 Sep)	Daily lections, Alexander and Kostova (“Trade”), Köstenberger (<i>Excellence</i>)	Major essay review signups

Week	Readings and Content	Assignments
6 (23 Sep–29 Sep)	Daily lections, D’Elia, Oden and Stark	PPS&Q draft (Tuesday) and reply
<p>Module 2: Scholarship, faith, and the church – By the end of this module, you will be able to:</p> <ul style="list-style-type: none"> ➤ Discuss this module’s scheduled readings. ➤ Discuss how academic writing may aid a given type of Christian ministry. ➤ Analyze theological or ideological factors that tend to marginalize biblical scholarship in the church’s life. ➤ Discuss how Christian scholars may participate in the broader academy while remaining faithful servants to the church. ➤ Discuss the role of publishing in Christian scholarship. 		
7 (30 Sep–6 Oct)	Daily lections, Fox, Marsden	Progress pensées post (Tuesday) and reply
8 (7 Oct–13 Oct)	Daily lections, Noll (<i>Faith and Criticism</i>), Noll (<i>Scandal</i>)	PPS&Q revision (Tuesday) and reply
9 (14 Oct–20 Oct)	Daily lections, Augustine, Richards and Dodson, Thielicke	Progress pensées post (Tuesday) and reply
10 (21 Oct–27 Oct)	Daily lections	Major essay first draft for reviewer
11 (28 Oct–3 Nov)	Daily lections	Major essay first draft written response, topical essay
12 (4 Nov–10 Nov)	Daily lections, live seminar meetings (Monday, Wednesday)	Major essay first draft presentation, oral response, and live discussion (Monday, Wednesday)
13 (11 Nov–17 Nov)	Daily lections, major essay first draft feedback, Chalmers, Smith ²	Topical essay evaluations (Monday)
<p>Module 3: Scholarship and culture – By the end of this module, you will be able to:</p> <ul style="list-style-type: none"> ➤ Discuss difficulties that Christian biblical scholarship may face in a postmodern context. ➤ Critique your own major essay. ➤ Reflect on the value of this course’s daily lections exercise. ➤ Evaluate this course. 		
14 (18 Nov–24 Nov)	Daily lections, DeYoung et al. (pp. 17–42), Jennings, Scharen	Major essay final draft
15 (25 Nov–1 Dec)	Daily lections, Thanksgiving break	None (or major essay final draft)
16 (2 Dec–8 Dec)	Daily lections; Gin et al.	Major essay final draft self-response
17 (9 Dec–12 Dec)	None	Daily lections reflection, course evaluation

² This week’s required resource readings begin to focus on content for the following module.

IX. INSTRUCTOR CONTACT INFORMATION

Name: J. David Stark Email: dstark@faulkner.edu
Office Location: Online and [Harris Parker 240](#) Phone: 334-386-7369
Office Hours: By appointment request via Google Calendar or
[Youcanbook.me](#). Due to how my schedule typically fills up,
you will often find it necessary to schedule live meetings at
least one week in advance.
Response Time to Grading: See my [standard course information](#).
Response Time to Emails: See my [standard course information](#).
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X. ACADEMIC POLICIES

You are expected to comply with all applicable policies and procedures as outlined in this course and its materials, the [University Catalog](#), the [Graduate Catalog](#), the [student handbook](#), and the [online student handbook supplement](#). You are also expected to comply with my [general guidelines and expectations](#) and other instructional policies, including those about [academic bibliography](#), [assignment lengths](#), [late assignments](#), and [plagiarism](#).