



# On-Campus Course Syllabus

## THS 202 L00.A

### Baptist History and Distinctives

### Fall 2019

#### Class Information

**Day and Time:** Tuesdays; 1:30–4:00 **Room Number:** e208

#### Contact Information

**Instructor Name:** Christopher Graham

**Instructor Email:** cgraham@criswell.edu

**Instructor Phone:** 214-818-1390

**Instructor Office Hours:** Tuesday: 9:15–10:00; 4:00–4:30; Thursday: 9:15–10; other times by appointment

#### Course Description and Prerequisites

A study of Anabaptists and their origins is followed by an examination of the emergence of the English Baptists and their subsequent history. A discussion of the history of Baptists in the U.S. emphasizing Southern Baptists. Stress is placed on the distinctive beliefs of Baptists within the context of the broader reformation heritage.

#### Course Objectives

At the end of this course, the student should have the ability to . . .

1. Articulate a working knowledge of the significant phases, events, and persons in Baptist history and significant terms and concepts regarding Baptist doctrine.
2. Recognize how Baptist ministry (doctrine and practice) has been influenced by contemporary and antecedent forces and develop a sense of discernment regarding the forces impacting his or her ministry.
3. Encourage others as to their place in the history of God's work especially as they find themselves in or impacted by the Baptist movement.
4. Enunciate the warrant for Baptist doctrinal distinctives while engaged in sympathetic but critical dialogue with other Christian communities, traditions, and denominations.

#### Required Textbooks

- Blount, Douglas K. and Joseph D. Wooddell. *Baptist Faith and Message 2000*. Lanham, Maryland: Rowman & Littlefield, 2007. (ISBN: 9780742551039)
- McBeth, H. Leon. *The Baptist Heritage*. Nashville: Broadman Press, 1987. (ISBNs: 9781462747702 or 9780805465693)
- *Criswell College Manual of Style*, 3rd ed. Dallas: Criswell College, 2010. (Available on-line at [http://www.criswell.edu/academics/resources-support/.](http://www.criswell.edu/academics/resources-support/))

#### Recommended Reading

- Adler, Mortimer. *How To Read a Book*. Revised ed. New York: Touchstone, 1972 (ISBN: 9780671212094).
- McBeth, H. Leon. *A Sourcebook for Baptist Heritage*. Nashville: Broadman, 1990.

## Course Requirements and Assignments

**1. Reading Assignments (20%):** Students will report the percent of reading completed on each day that a quiz is scheduled. For example, on Quiz 2 the percent of the assigned reading for the Blount/Wooddell text (pages 55–81) and the McBeth text (pages 64–150) will be reported. There is no credit for reading that is not completed and reported by the beginning of the class in which it is due. Students who are going to be absent should e-mail the percent of reading completed to the professor prior to the beginning of class.

**2. Quizzes (40%):** There will be seven (7) quizzes. They will be administered during the first fifteen minutes of class on the dates indicated on the schedule below. Each quiz will cover material in the McBeth text on the pages assigned since the previous quiz (e.g., Quiz 1 will cover pages 19–44 *and* 44–63). They are not cumulative. No make-up quizzes will be offered. The lowest quiz grade will be dropped.

**3. (Final) Research Assignment (40%):** Research will be conducted over the course of the semester on the Baptist articulation of a specific doctrine. After consultation with the professor and by the date of the first quiz, **September 3<sup>rd</sup>**, each student will choose a doctrine to be researched.

### Sources for Research:

1. At least one primary source from each century—17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>. You must cite (i.e., with the use of footnotes) pertinent sections from each source in your paper and explain how it shows continuity or discontinuity with other primary sources. List these sources in the bibliography.
2. A minimum of eight secondary sources. You must consult and list these sources in a bibliography. A maximum of three may be reference books (e.g. dictionaries, encyclopedias, general texts). A maximum of three may be significant on-line resources.

**Presentation of Research:** Students have two options for presenting the results of this research. Each student will indicate which of the two options he or she has chosen and will indicate this on the day that the first quiz is administered. Decisions are final.

- *Option 1: Individual Paper*

The student will work alone and present the results of the research in a 10–13 page (2500–3250 words; excluding cover and bibliography) paper due **December 10<sup>th</sup>**. The paper will display an in-depth knowledge of the Baptist articulation of a specific doctrine and will be structured as follows:

1. 1 page (250 words) – Introduction.
2. 8-10 pages (2000–2500 words) – Exposition of the Baptist articulation regarding the doctrine chosen. It will answer the question, “Over the course of Baptist history, how has the Baptist articulation of this doctrine remained the same and how has it changed?” It should include citations from confessional statements, and references to significant figures and events.
3. 1½ -2 pages (375–500 words)– Personal application. Examples of questions that could be answered: How have you seen this doctrine manifest in your local congregation? If you haven’t seen it manifest, identify possible reasons for this absence. How will you incorporate the truths you discovered in your research on this doctrine into your ministry? What questions were raised in your mind as you learned more about this doctrine *and* how were you able to find answers to these questions?
4. Bibliography of sources cited and consulted.

**Form and style:** The *Criswell College Manual of Style* must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading. Only the first 13 pages of the paper will be graded.

Due Date and Late Penalty: The paper is due by the beginning of class (**1:30 pm**) on **December 10<sup>th</sup>**. It may either be e-mailed to the professor or brought to class. (If it is e-mailed, a response will be provided with 24 hours indicating receipt of the paper. If the student does not receive a receipt message from the professor, it is up to the student to contact the professor to arrange for alternative delivery.) If it is not submitted on time, a student earns an automatic extension penalty of 10 points with an additional 10-point deduction for every day thereafter.

Extra Credit: Up to 20 points are available to students who will present their paper to the class on December 10th. The student will provide a handout to all members of the class. This handout may be an outline or summarization of the paper, pertinent extracts from the primary sources under consideration, or the entire paper. The student will read their paper and then be ready to answer questions from the professor and class. (Note: The student is responsible for making enough copies to distribute to all class members. If a student would like to have the professor make the copies of the handout and bibliography, it should be submitted no later than 10pm on Monday, December 9<sup>th</sup>).

- *Option 2: Group Presentation*

The student will work in a group and present the results of research in a presentation to the class on **December 10th**.

- Group participation—50% of Research Grade. Each group will have no more than five individuals and will meet in-person at least a total of five times over the course of the semester for a total of ten hours. (A log of this preparation time will be presented on the day of the presentation.)
  - At least three sessions should be devoted to choosing and deliberating on the sources.
  - At least two sessions should be devoted to the final presentation. One of these sessions should include a meeting with the professor the week prior to the final presentation. The other of these sessions should be a “dress rehearsal.”
- Final presentation—50% of Research Grade.
  - The presentation will be 45–50 minutes and cover—
    - An exposition of the development of Baptist articulation regarding the doctrine chosen over the course of Baptist history should comprise 80-90% of the total time. It will answer the question, “Over the course of Baptist history, how has the Baptist articulation of this doctrine remained the same and how has it changed?” It should include citations from confessional statements, and references to significant figures and events.
    - Personal application. It should comprise 10-20% of the total time. Examples of questions that could be answered in this section: How have you seen this doctrine manifest in your local congregation? If you haven’t seen it manifest, identify possible reasons for this absence. How will you incorporate the truths you discovered in your research on this doctrine into your ministry? What questions were raised in your mind as you learned more about this doctrinal distinctive *and* how were you able to find answers to these questions?
  - The form of and tools used in the presentation are completely up to the group but the presentation must display that each member of the group has an in-depth knowledge of the particular doctrinal distinctive considered.
  - Each group will produce a handout and bibliography (which includes the sources listed above) to be distributed to class members on the day of the presentation. (Note: The group is responsible for making enough copies to distribute to all class members. If a

group would like to have the professor make the copies of the handout and bibliography, it should be submitted no later than 10 pm on Monday, December 9th).

Extra Credit: Up to 20 points are possible for Group Participants who also submit a 10-page (2250-2750 words) paper following the guidelines in Option 1. It is due at the time of the presentation. No late papers for extra credit will be accepted.

Late Penalty: Any student who is not present for the final presentation will receive no credit for the "Final Presentation" portion of the Research Assignment.

## **Course/Classroom Policies and Information**

**Recording:** Students may not record class sessions in any media. If a student desires to record a class session, written permission must be obtained in advance of the recording. Please submit a written request explaining the purpose of recording and the extent of use of the recording. Under no conditions may recordings be duplicated, given, or lent to anyone who has not been granted permission by the professor.

**Textbooks:** The selection of textbooks does not imply the professor's endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives.

**Institutional Assessment:** Course material submitted by students may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for institutional assessment, the course instructor will redact the work to remove markers that identify the student (e.g., title pages, self-identifying references within the body).

## **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

**Attendance does not directly affect course grades in THS 202/THS 604. Attendance records will be used as a diagnostic tool to assist students in meeting course objectives. The names of students who are absent more than two consecutive classes may be forwarded to appropriate personnel in the Student Services Office for follow-up.**

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be

removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

### **Grading Scale:**

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

### **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

### **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

**Study Discipline/Library Time: I will lead a time in Wallace Library (3rd floor) to help students in disciplining their academic time. We will read through Colossians aloud and pray as a group. Students are then encouraged to take advantage of the library's space and resources for working on assignments in this or other courses being taken this semester. Monday, Tuesday and Thursday (7:30–8:00 a.m.); Wednesday (9:00–9:30 a.m.)**

## Course Outline/Calendar: (Original-19 August 2019)

(This course schedule is subject to revision during the semester. Any revisions made to the course schedule will be announced in class and a revised schedule will be distributed.)

DATE	CONTENT	Blount/ Wooddell	McBeth
8-20	Intro to Course	193-230	
8-27	Scriptures	vii-12	
9-3	Theology Proper <b>Doctrine for Research Assignment chosen</b>	13-24	19-63 ( <b>Quiz 1</b> )
9-10	Church	55-70	
9-17	Baptism and the Lord's Supper	71-81	64-150 ( <b>Quiz 2</b> )
9-24	Lord's Day	83-88	
10-1	Stewardship/Cooperation	137-149	151-2, 200-283 ( <b>Quiz 3</b> )
10-8	Evangelism and Missions/Education	111-135	
10-15	Religious Liberty	171-181	285-87; 343-447 ( <b>Quiz 4</b> )
10-25	Last Day to Withdraw		
10-22	Christian and the Social Order	151-162	
10-29	Peace and War/ Kingdom	89-97; 163-169	447-463; 495-98; 563-608 ( <b>Quiz 5</b> )
11-5	Last Things	99-109	
11-12	Man	25-35	609-701 ( <b>Quiz 6</b> )
11-19			
TBA	Course Evaluations Open		
11-26	Fall Break – No Class		
12-3	Salvation/God's Purpose of Grace	37-53	
12-10	<b>Research Paper Due</b> <b>Student Presentation Due</b>		702-790 ( <b>Quiz 7</b> )

## Selected Bibliography of Works for Baptist History and Distinctives

- Brackney, William H. *Baptist Life and Thought, 1600-1980: A Source Book*. Valley Forge, PA: Judson, 1983.
- California Baptist University. *Baptist Studies Online*. <http://baptiststudiesonline.com>. Accessed January 10th, 2014.
- Carter, John. "Whose Conscience? Which Religious Liberty? Rhetoric of Conscience and the Unfinished Baptist Doctrine of Soul Competence," *ABQ* 3-4 (2015): 271-88.
- Criswell, W. A. *The Doctrine of the Church*. Nashville: Convention Press, 1980.
- DeWeese, Charles W. *Baptist Church Covenants*. Nashville: Broadman and Holman, 1990.
- Garrett, James Leo. *Baptist Theology: A Four-Century Study*. Macon, GA: Mercer University Press, 2009.
- George, Timothy and David Dockery, editors. *Baptist Theologians*. Nashville: Broadman and Holman, 1990.
- George, Timothy and Denise George, editors. *Baptist Confessions, Covenants, and Catechisms*. Nashville: Broadman and Homan, 1996.
- Graham, Christopher. "The Theological Shape of Unity as the Foundation for Southern Baptist Cooperation," *Criswell Theological Review*, n.s. 14 (Spring 2017): 47-69.
- Kelley, Chuck; Land, Richard and Mohler, Albert. *The Baptist Faith and Message*. Nashville: LifeWay Press, 2008.
- Kidd, Thomas S. and Barry Hankins. *Baptists in America: A History*. Oxford: Oxford University Press, 2015.
- Leonard, Bill J. *Dictionary of Baptists in America*. Downers Grove: Intervarsity, 1994.
- Lumpkin, William L. *Baptist Confessions of Faith*. Valley Forge: The Judson Press, 1969.
- Nettles, Tom J. *The Baptists: Key People Involved in Forming a Baptist Identity*. Vols. 1-3. Fearn, Scotland: Christian Focus, 2005.
- Miller, Nicholas. *The Religious Roots of the First Amendment: Dissenting Protestants and the Separation of Church and State*. Oxford: Oxford University Press, 2012.
- Patterson, Paige. *Anatomy of a Reformation: The Southern Baptist Convention 1978-2004*. Fort Worth: Seminary Press, 2004.
- Schreiner, Thomas R., and Matthew R. Crawford, eds. *The Lord's Supper: Remembering and Proclaiming Christ until He Comes*. NAC Studies in Bible and Theology 10. B & H Academic, 2010.
- Southern Baptist Historical Library and Archives. <http://www.sbhla.org/info.htm>.
- Southwestern Baptist Theological Seminary. *Baptist Theology*. <http://www.baptisttheology.org/index.cfm>.
- Van Neste, Ray. "The Lord's Supper in the Context of the Local Church." In *The Lord's Supper: Remembering and Proclaiming Christ until He Comes*, edited by Thomas R. Schreiner and Matthew R. Crawford, 364-90. NAC Studies in Bible and Theology 10. B & H Academic, 2010.
- Wilken, Robert Louis. *The Christian Roots of Religious Freedom*. Milwaukee, WI: Marquette University Press, 2014.