



On-Campus Course Syllabus

THS 202 L00.A

Baptist History and Distinctives

Spring 2022

Class Information

Day and Time: Tuesdays, 8:00-10:45 am

Room Number: e210

Contact Information

Instructor's Name	Christopher Graham
Instructor's Phone	214-818-1390
Instructors' E-mails	cgraham@criswell.edu
Instructor's Office hours	By appointment. Please use my Calendly account to schedule an appointment. Let me know whether you would like to meet in person, by phone, or by Zoom. You can find my account here: https://calendly.com/criswellvpaa

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)

Recommended Reading

Adler, Mortimer J. *How to Read a Book: The Classic Guide to Intelligent Reading*. New York: Simon & Schuster, 1972.

Course Requirements and Assignments

1. Reading Assignments (20%): Reading must be completed and reported prior to the class sessions as indicated on the Course Calendar in this syllabus. The percent of the assigned reading will be reported on Canvas by Tuesday mornings (8:00 am) preceding the class sessions in which it is due. There is no credit for reading that is not completed and reported by the deadline.

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 each student will choose a doctrine to be researched.

Sources for Research:

1. At least one primary source from each century—17th, 18th, 19th, 20th, 21st. 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 **the last day of the course**. 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 (8:00 am) on **the last day of the course**. All papers should be submitted on Canvas. ~~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 8am on **Tuesday, May 10th**).

- *Option 2: Group Presentation*

The student will work in a group and present the results of research in a presentation to the class on **the last day of the course.**

- 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 8 am on **Tuesday, May 10th**).

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 instructor.

Textbooks: The selection of textbooks should not be interpreted as implying the instructor’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.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors 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. 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.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible

for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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

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 instructors 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 close of the term or semester in which the grade was awarded, or the "I" will become an "F."

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 Assessment

Material submitted by students in this course 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 this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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.

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. Pastoral and certified counseling services are also

available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar (Original-January 2022)

(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.)

W K	DATE	CLASS CONTENT	BLOUNT/WOODDELL	MCBETH
1	1-18 (T)	Intro to Course	193-230	
2	1-25 (T)	Scriptures	vii-12	
3	2-1 (T)	Theology Proper	13-24	
4	2-8 (T)	Church Doctrine for Research Assignment chosen		19-63 (Quiz 1)
5	2-15 (T)	Church	55-70	Church
6	2-22 (T)	Baptism and the Lord’s Supper	71-81	64-150 (Quiz 2)
7	3-1 (T)	Lord’s Day	83-88	
8	3-8 (T)	Stewardship/Cooperation	137-149	151-2, 200-283 (Quiz 3)
	3-15 (T)	<i>Spring Break – No Class</i>		
9	3-22 (T)	Evangelism and Missions/Education	111-135	

10	3-29 (T)	Religious Liberty	171-181	285-87; 343-447 (Quiz 4)
	3-31 (Th)	Last Day to Withdraw		
11	4-5 (T)	Christian and the Social Order	151-162	
12	4-12 (T)	Peace and War/ Kingdom	89-97; 163-169	447-463; 495-98; 563-608 (Quiz 5)
13	4-19 (T)	Last Things	99-109	
14	4-26 (T)	Man	25-35	609-701 (Quiz 6)
15	5-3 (T)	Salvation/God's Purpose of Grace	37-53	
16	5-10 (T)	Research Paper Due Student Presentation Due		702-790 (Quiz 7)