

HIST 5223 BAPTIST HERITAGE
INTERNET
Fall 2015
DANNY NANCE, Ph.D.
danfred58@gmail.com
228-343-6499

One of the reasons I love teaching is the opportunity to relate to students. Please feel free to email me or to call me at home or at my office. I want to help you in any way I can. **Call me if you have a problem or a question. Do not wait until it is too late for me to help!**

I. Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

II. Core Values Focus

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The Core Value for the academic year 2015-2016 is Mission Focus

III. Curriculum Competencies Addressed

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Christian Theological Heritage

IV. Course Description:

This course surveys Baptist history, polity, and theology from seventeenth-century origins to the present, with primary emphasis on developments in England and North America. Attention is given to Anabaptist and English Separatist antecedents, intellectual and social currents that have shaped Baptist life and thought, institutional developments, theological distinctives and crises, the shaping of Baptist polity and contributions of selected Baptist leaders.

V. Teaching Methodology:

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

VI. Student Learning Outcomes:

In order to understand and interpret for the church Baptist heritage and polity, by the end of the course a student should:

- Demonstrate knowledge of basic information about significant persons, dates, events, places, and movements in the overall flow of Baptist history
- Value Baptist heritage
- Evaluate historical issues according to Scripture and personal convictions
- Develop an appreciation for the wider Baptist family
- Interpret contemporary issues in Baptist life in light of their historical roots
- Develop the ability to think both historically and critically, to see persons, movements, and ideas within a chronological framework, and to analyze their relationships to other concepts and movements as well.
- Demonstrate knowledge about the foundation and development of the Southern Baptist Convention and understand its role within the larger Baptist family

VI. Required Texts:

There are three (3) required books for this class: a textbook, an anthology of essays on the Baptist Faith and Message 2000, and a book on Baptist polity. These books complement one another as tools for understanding our Baptist heritage.

All texts are available through the New Orleans LifeWay Christian Store: (800) 570-0250.

Leonard, Bill. *Baptist Ways: A History*. Valley Forge, PA: Judson Press, 2003.

Blount, Douglas K. and Joseph D. Wooddell, ed. *Baptist Faith and Message 2000: Critical Issues in America's Largest Protestant Denomination*. Lanham, MD: Rowman & Littlefield, 2007.

Norman, R. Stanton. *The Baptist Way: Distinctives of a Baptist Church*. Nashville: Broadman & Holman, 2005.

VII. Requirements:

- A. *Tests*: There will be six (6) tests, each worth 25 points, given throughout the semester. Unit Tests are available on Blackboard under Course Documents. **The lowest test grade will be dropped.** Tests will be available throughout the course and must be completed by midnight on the last day of the unit. Each test will last 20 minutes and be timed. Exams should be taken without notes in front of you. Please study for the test, and then take it **“open memory.”** You are on the honor system. The final day by which each unit’s requirements must be completed is as follows:

Unit 1: September 10

Unit 2: October 1

Unit 3: October 15

Unit 4: October 29

Unit 5: November 19

Unit 6: December 16

- B. *Assigned Reading*: Students are expected to read the assigned pages listed for each unit. A report on Blackboard under Course Documents is due on the last day of each unit on the percentage completed (in 20% increments) of that unit's assigned reading. Each report is worth up to 5 points. Reading Reports are found at the end of each unit's assignments. An additional 5 point bonus will be awarded to students who have completed **all** the assigned reading by **Dec. 17**. This allows you to catch up on reading you have missed during the semester.

See the Reading Schedule at the end of this syllabus.

- C. *Interactive Discussions*: Each student will participate in four (4) threaded discussions. During the time the unit containing the interactive discussion required, you will enter the discussion at least three times: once near the beginning of the unit and twice toward the end as you respond to your classmates’ comments (see above for unit completion dates). Your initial comments express your opinion on the topic. You must then respond to **at least two (2) people**. This means that for each discussion you will have a minimum of 3 entries. You need to enter the Discussion early in each unit, no later than Monday of the second week. In this way, you will give your classmates time to read your post and respond to it. Failure to do so will affect your grade. You will be graded on your contributions to the discussion **and** on your interaction with what other students have said. It is **EXTREMELY** important that students remember to use courtesy when critiquing the ideas of their fellow students. Speak truth, but only in love and let your conversations be characterized by grace. The first interactive discussion will not be graded. This will allow you to become familiar with the program. The others are worth **15 points each**. The graded discussions will be on the following topics:

Unit 1 (not graded): Please describe yourself. Please include your educational background (where you went to school, major), current degree plan, desire for future ministry, and information about your family (married/children/unique experience growing up, etc.). Include only information that you feel comfortable sharing with the class.

Unit 2: Baptists were primed for growth when the Act of Toleration was passed.

Instead, they lost ground, even as the Great Awakening was happening around them. From the list of factors contributing to the decline, give the two (2) factors you believe were the most crucial and explain why.

Unit 3: No Discussion.

Unit 4 (graded): There is a desire among some Baptists to drop the requirement of baptism by immersion for church membership. What do you think?

Unit 5: No Discussion.

Unit 6 (graded): The recommendations from the Great Commission Task Force were approved at the 2010 Southern Baptist Convention. Supporters believe this will streamline bureaucracies and spur church planting. Critics are concerned that allowing designated giving to bypass state conventions could begin to dismantle the Cooperative Program and that state conventions in newer areas will be decimated as their funding is reduced. What do you think?

- D. *Book Review:* Every student will write a book review of *The Baptist Way: Distinctives of a Baptist Church*, by R. Stanton Norman. The review should be between five to six double-spaced typewritten pages in length. Bibliographical information should appear at the top of the first page of the review. The review also should contain 1) a brief biographical sketch of the author, 2) a brief summary [one to two pages] of the contents of the book, 3) a statement of the book's purpose and the extent to which the purpose was realized, 4) a statement regarding the book's uniqueness, and 5) a concluding evaluation. **Due Sept. 23.** Submit the Book Review under Assignments.
- E. *Major Research Project:* Each student will conduct research and prepare a major project on a significant person, movement, event or place in Christian history. This project can be a traditional Research Paper or a PowerPoint Lecture. **Due Nov. 11.**

RESEARCH PAPER: The Research Paper will focus on a significant person, event, or movement in Baptist history. The paper will be **eight to twelve** pages long and should reflect scholarly research. You should discuss the historical context and influence of your subject in Baptist history as well as church history in general. It will be written according to standard guidelines (Turabian; Times New Roman 12 pt. font; double-spaced; standard margins, footnotes, etc.) and include a bibliography of at least ten resources (Textbooks, reference books, and the Internet are allowed, but you must consult a minimum of five "real" books as well).

The Biography/Research Paper will be evaluated as follows:

1. Grammar and style: Spelling, sentence and paragraph development; punctuation; and conformity to the 6th or 7th edition of Turabian. (20 points)
2. Clarity and Coherence: Balance; thoroughness; organization; logical development; overall sense of the paper. (20 points)
3. Research: Bibliography; type and variety of sources (primary, secondary, monographs, journal articles, websites, etc.); most bibliographic entries should be accompanied by footnote citations. (20 points)
4. Historical Awareness and Insight: Factual accuracy; awareness of historical connections (continuity/discontinuity, cause/effect, contrasts/comparisons); sensitivity to historical context; awareness of the historical impact of a person. (20 points)
5. Analysis and Evaluation: Going beyond the mere reporting of facts to include explanation, interpretation, analysis of material; evaluation of strengths and

weakness of a person; demonstration that you have thought about the material that you have researched. Give strong and insightful introduction and conclusion. (20 points)

Suggested subjects are:

John Smyth	C. H. Spurgeon
Thomas Helwys	Augustus H. Strong
John Bunyan	Lottie Moon
Benjamin Keach	Annie Armstrong
John Gill	B. H. Carroll
Andrew Fuller	E. Y. Mullins
William Carey	William Bell Riley
Adoniram (and Ann) Judson	Walter Rauschenbusch
Roger Williams	W. O. Carver
John Clarke	H. Wheeler Robinson
Obadiah Holmes	W. T. Conner
John Leland	J. Frank Norris
Isaac Backus	George W. Truett
Richard Furman	Herschel Hobbs
Lott Carey	W. A. Criswell
John L. Dagg	Carl F. H. Henry
Alexander Campbell	Billy Graham
J. R. Graves	Martin Luther King, Jr.
James Petigru Boyce	Baker J. Cauthen
	Adrian Rogers

- The Development of Believer's Baptism by Immersion among English Baptists
- The Down-Grade Controversy among English Baptists
- Baptist Contributions to Religious Liberty in America
- Anti-Missions Movements in America
- The Sandy Creek Association
- The History of the National Baptist Convention
- The Conservative Resurgence of the Southern Baptist Convention

You may choose another subject for your biography or research paper, but you must have prior approval from the professor. I want the subjects of these papers to be varied, so I will assign your subjects. You may request the subject of your paper, so send me a list of 3-5 choices in order of preference. I will assign you the subject that is available.

POWER POINT LECTURES & TEACHING OPPORTUNITIES – The student may choose to prepare a Power Point Lecture on a topic chosen from the research topics listed above – except that the topic must NOT be one that is given extensive treatment in the existing lectures prepared by the professor.

The Power Point Lecture should include approximately 30 slides and must be accompanied by a teaching manuscript. Footnotes are not necessary, but a bibliography must be included. This assignment will be graded on the quality of the research and the design of the Power Point lecture, and modified grading criteria listed above will be used to evaluate the student's work on this assignment.

Each student who selects this option will be expected to teach this lecture in an appropriate setting – at church, in a Sunday School or Bible study, small group, or other formal teaching opportunity. The student will send an email to the professor with an informal report on the date of the presentation, the number in attendance, and an evaluation of the lecture.

The Power Point Lecture is due on the same date as the Major Research Project, and the maximum number of points available for the Lecture alone is 90 points. The email report on the Teaching Opportunity is due by the same day of the Unit Six Exam.

Safe Assignment: Blackboard offers a service known as “SafeAssignment.” If you click on “Assignments” on the left menu, you will be directed to Major Research Papers and another link that says “View/Complete.” Follow the instructions there to submit a draft of your paper for review.

A paper submitted through this service will be compared to other papers in the database and checked for the percentage of copying from other sources. Your work will not be used for any purpose other than preventing plagiarism in the Seminary and other participating institutions. Ownership of the intellectual property contained in your written work will not be transferred to any third party.

Your paper will be assessed for the amount of material copied from other sources and returned to you. The highlighted passages do not indicate plagiarism necessarily, but they point out the percentage of your paper that can be found in other sources. You need to be sure that you properly quote and cite such passages, and you may need to put more of your paper in your own words.

By the way, you probably will find that your footnotes and bibliographical entries are highlighted. That should be expected, since the papers in the database also cite the same sources that you use.

Submit the project to me under Assignments and post it on the Discussion Board so that your fellow students will have access to your research and writing.

VIII. Penalties:

Unit Exams & Reading Reports: Unit exams and reading reports must be completed by date of the unit completion. After the deadline, the unit exam is no longer available and will not be re-opened. One unit exam grade will be dropped.

Projects: A late project assignment will be assessed a **10 percent penalty if it is submitted after the deadline and a 20 percent penalty after five days. No assignment will be accepted after one week past the deadline.**

Plagiarism: New Orleans Baptist Seminary maintains high academic standards and is not tolerant of plagiarism. If you copy another author’s work and present it as your own, you will be caught, and the penalty could be failure on that assignment or the course or expulsion from the Seminary. **See the Graduate Catalog for more information on the Definition of Plagiarism and Consequences for Violations of Plagiarism.**

IX. Submission of Assignments

1. The Unit Tests and Reading Reports will be conducted on Blackboard. Unit Tests and Reading Reports are under Course Documents and under each respective unit. Go to the Discussion Board to add your Threads.
2. You will submit the Major Research Project under Assignments and on the Discussion Board. Attach your paper by clicking on the Browse button. The reasons for submitting your paper both ways are: 1) for ease in grading; and 2) to make it available to the other students. I want every student to be able to benefit from each other's research and writing.
3. Your Book Review will be submitted under Assignments. Click on the link to each assignment, click on the button to Browse My Computer, and attach your document.
4. Please do not send your assignments to me as email attachments unless I request you to do so or unless there is a compelling reason. You may send me an email announcing that you have submitted an assignment, but, if you follow the correct procedures, I will find it. I enjoy hearing from my students, but my Inbox fills up pretty quickly with attachments, and then I have to shift them over to the proper location.

X. Possible Points & Grading Scale:

<u>Possible Points</u>	<u>Grading Scale</u>
Reading: 30 pts.	A = 330-360 pts.
Tests (5 x 25): 125 pts.	B = 300-329 pts.
Book Review: 60 pts.	C = 275-299 pts.
Research Paper: 100 pts.	D = 215-274 pts.
Discussion Threads <u>45 pts.</u>	F = 214 - ↓ pts.
360 pts.	

XI. Emergency Plan

In case of hurricane or any other emergency, go to the seminary web site for information: www.nobts.edu The administration will communicate information that relates to the seminary: the nature of the emergency, instructions for responses, evacuation, contingency plans, duration of the emergency, and plans to return to campus and/or resume the schedule.

Also, check Blackboard for instructions related to this class. Because this class is conducted primarily on the Internet, there should be minimal disruption unless the emergency affects electrical power and connection to the Internet.

In any emergency, communication is important, and our best means of staying connected is through the seminary's web site and Blackboard.

Reading Schedule

Lectures and class discussions generally will adhere to this schedule, but the pace may vary according to instructional and class needs.

[L] Leonard, Bill. *Baptist Ways: A History*.

[B & W] Bount, Douglas K. and Joseph D. Wooddell, eds. *Baptist Faith and Message 2000: Critical Issues in America's Largest Protestant Denomination*.

Unit	Subject	Reading
[1]	Baptist Distinctives and Polity	L: 1-17 B & W: 1-36
	English Reform and Baptist Origins	L: 18-25
	Rise of General and Particular Baptists	L: 25-43
	Confessions of Faith and Associations	L: 44-51, 63-69
[2]	Challenges and Early Leaders	L: 52-63, 90-93
	English Baptists (1689-1770)	L: 93-96, 98-100 B & W: vii-xxv, 37-54, 111-120
	New Connection & BMS	L: 96-98, 100-111
	From Spurgeon to the Present	L: 139-157, 366-389
[3]	Baptist Beginnings in America	L: 70-89, 112-117
	First Great Awakening	L: 118-120 B & W: 55-88, 171-182
	American Expansion	L: 120-128
	Struggle for Religious Liberty	L: 129-138
[4]	American Baptist Missions	L: 158-180 B & W: 89-110
	Anti-Missions Reaction	L: 180-185

	Formation of SBC	L: 185-196
	African-American Baptists	L: 263-285
	Ethnic Missions	L: 207-209, 306-336
[5]	Northern Baptists 1845-1920	L: 197-202, 209-214 B & W: 121-150
	Southern Baptists 1845-1900	L: 203-207, 214-226
	Landmarkism	L: 227-262
	Fundamentalism	L: 390-411
[6]	Southern Baptists 1900-1960	L: 86-305 B & W: 151-170
	American Baptists Since 1950 & Reformed Baptists	L: 337-365
	SBC Expansion	L: 411-413
	SBC Controversies	L: 414-425
	SBC Reorganization & BF & M	B & W: 183-229

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