

New Orleans Baptist Theological Seminary

THSR9304 Supervised Reading Colloquium: Baptist and Christian Doctrine

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NOBTS Mission To equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Course Description A colloquium is “an academic seminar on a broad field of study, usually led by a different lecturer at each meeting” (*American Heritage Dictionary*). The colloquium is designed for and led by resident Doctor of Philosophy and Masters of Theology students under the supervision of the faculty of Theological and Historical Division.

Reading List:

Baptist Treatises

Baptist Theology Boyce, James Petigru. “Three Changes in Theological Institutions.” In *Treasures from the Baptist Heritage*. Baptist Classics. Nashville: Broadman and Holman, 1996.

Carey, William. “An Enquiry into the Obligation of Christians to Use Means for the Conversion of the Heathens, in Which the Religious State of the Different Nations of the World, the Success of Former Undertakings, and the Practicability of Further Undertakings are Considered.” In *Treasures from the Baptist Heritage*. Baptist Classics. Nashville: Broadman and Holman, 1996.

Clarke, John. “Ill Newes From New England.” In *Colonial Baptists, Massachusetts and Rhode Island*. New York: Arno Press, 1980.

Fuller, Andrew. “The Gospel Worthy of All Acceptation.” In *The Complete Works of Rev. Andrew Fuller*. Reprint from the third London edition. Rev. Joseph Belcher. Philadelphia: American Baptist Publication Society, 1845.

Helwys, Thomas. *A Short Declaration of the Mystery of Iniquity*. Ed. Richard Groves. Atlanta: Mercer University Press, 1998.

Mullins, Edgar Young. *The Axioms of Religion*. Baptist Classics. Nashville: Broadman and Holman, 1997.

Smyth, John. “Principles and Inferences Concerning the Visible Church.” *Complete Works of John Smyth*. 2 vols. Cambridge, University Press, 1915.

Truett, George W. "Baptists and Religious Liberty." In *Treasures from the Baptist Heritage*. Baptist Classics. Nashville: Broadman and Holman, 1996.

Wayland, Francis. *Notes on the Principles and Practices of Baptist Churches*. New York: Arno Press, 1980.

Williams, Roger. *The Bloody Tenent of Persecution for Cause of Conscience: Classics of Religious Liberty*. Ed. Richard Groves. Atlanta: Mercer University Press, 1998.

Confessions of Faith

"Schleitheim Confession, 1527." In *Baptist Confessions of Faith*. Ed. William Lumpkin. Valley Forge, PA: Judson Press, 1959. (9 pgs.)

"Short Confession of Faith in XX Articles, by John Smyth, 1609." In *Baptist Confessions of Faith*. Ed. William Lumpkin. Valley Forge, PA: Judson Press, 1959. (5 pgs.)

"The London Confession, 1644." In *Baptist Confessions of Faith*. Ed. William Lumpkin. Valley Forge, PA: Judson Press, 1959.

"Second London Confession, 1677 and 1688." In *Baptist Confessions of Faith*. Ed. William Lumpkin. Valley Forge, PA: Judson Press, 1959.

"The Philadelphia Confession, 1742." In *Baptist Confessions of Faith*. Ed. William Lumpkin. Valley Forge, PA: Judson Press, 1959.

"The New Hampshire Confession, 1833." In *Baptist Confessions of Faith*. Ed. William Lumpkin. Valley Forge: Judson Press, 1959.

Reading List: Colyer, Elmer M. *Evangelical Theology in Transition: Theologians in Dialogue with Donald Bloesch*. Downers Grove: IVP, 1999.

Contemporary Issues Chung, Sung Wook, ed. *Alister McGrath and Evangelical Theology: A Dynamic Engagement*. Carlisle, UK: Paternoster, 2003.

Dunn, James D.G. & Suggate, Alan M. *The Justice of God: A Fresh Look at the Old Doctrine of Justification by Faith*. Grand Rapids: Eerdmans Publishing Company, 1993.

Erickson, Millard J. *What Does God Know and When Does He Know it?* Grand Rapids: Zondervan, 2003.

Karkkainen, Veli-Matti. *An Introduction to the Theology of Religions*. Downers Grove: InterVarsity Press, 2003.

Piper, John. *Counted Righteous in Christ: Should We Abandon the Imputation of Christ's Righteousness?* Wheaton: Crossway Books, 2003.

Schreiner, Thomas and Ardel Caneday. *A Biblical Theology of Perseverance and Assurance*. Downers Grove: InterVarsity Press, 2001.

Stuhlmacher, Peter. *Revisiting Paul's Doctrine of Justification*. Downers Grove: InterVarsity Press, 2001.

Vanhoozer, Kevin J. *Is There a Meaning in This Text? The Bible, the Reader, and the Morality of Literary Knowledge*. Grand Rapids: Zondervan, 1998.

Westerholm, Stephen. *Perspectives Old and New on Paul*. Grand Rapids: Wm. B. Eerdmans, 2003.

Yong, Amos. *Beyond the Impasse: Toward a Pneumatological Theology of Religions*. Grand Rapids: Baker Academic, 2003.

Course Requirements:

Presentation of Readings

1. Attend each session. See attached schedule for dates of meeting.
2. Prepare for colloquium discussions by completing the assigned reading carefully. You may need to read the material more than once in order to be ready for discussion. Focus on interpreting the author's thought. Write down observations and questions. (The faculty convener reserves the right to review these notes.) Review the assigned reading and your notes before the colloquium and be prepared to contribute to the discussion.
3. Students should seek to use these materials as a lens through which to consider the broader discussion and questions that are raised on these issues. As a result, preparation for the colloquium extends beyond the reading of the assigned materials to include reflection on topics and issues introduced by these readings.
4. Lead a colloquium session:
 - ◆ One week prior to assigned session, the student leader for the session will distribute to the other seminar members a one to two-page outline of interpretive questions that warrant further investigation and discussion as part of the overall effort to understand the assigned reading and the key issues identified from the reading.
 - ◆ At the time of the session, the student leader for the session will distribute a three to five page summary of answers to the previously identified interpretive questions that the he or she believes are the most issues to be discussed by the colloquium.

- ◆ After distributing summary responses, the student leader may read his/her summary or present an oral overview in no more than ten minutes.
 - ◆ Open the colloquium for discussion in accordance with the purpose of the session (to understand the assigned readings and the nature of the issues they raise). The discussion is not simply a time for discussing the views of the student leader. All members need to speak and address the issues. There may be other issues not raised that need to be discussed. It is the responsibility of the entire colloquium to discuss the issues. Discussions need to move so that they do not bog down and waste time. Students should direct the discussion to cover as much of the scope of issues presented by the assigned readings as possible.
5. Students will be graded on selection of issues, clarity in focusing questions or items for discussion, and skill in engaging the colloquium in dialogue.

Book Reviews

Seminar participants will prepare and present critical reviews of all materials on the reading lists. Reviews should be prepared for entire books; assessments should be prepared for shorter/excerpted readings.

Reviews and assessments both should be prepared with the following:

- Author's credentials and perspectives;
- Overview of material sufficient to give a clear, precise idea of the author's orientation;
- Evaluation of format, ideas, issues, movements, and personages considered;
- Address relevant questions/issues and relevant questions/issues not treated by the book;
- Strengths and weaknesses.

Reviews/assessments should be from four to six double-spaced pages, exclusive of table of contents and bibliography. In addition, students should use footnotes for all cited materials. Format of footnotes should adhere to form/style as specified in Turabian. Two copies of the review are to be given to the professors. Reviews/assessments are due on the last meeting of the seminar.

Procedure

The faculty convener will begin each session with prayer and general announcements. He will then turn the session over to the student leader who will proceed in the manner indicated above. Following the student leader's oral summary, discussion should be engaged with the entire colloquium. Students in the colloquium are invited and responsible to contribute to thoughtful responses to questions posed by the student leader, and all faculty members present may join the discussion at any point they see fit. Faculty members may also choose to pose additional questions at any time to assist in the colloquium's attention to matters of importance. At the end of the session, the faculty convener will close the meeting.