



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

HIST 5223 BAPTIST HERITAGE New Orleans Baptist Theological Seminary Division of Theological and Historical Studies Fall 2019 - Internet

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This course begins on **August 19, 2019**, and, by that date, students should have access to Blackboard, where they will find information and instructions about the course. Prior to that time, students should purchase the texts and be ready to participate in the course. The reading schedule is included in this syllabus so that, once students have secured the textbooks, they can begin reading their assignments.

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.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *spiritual vitality*. We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

Theological and Historical Heritage – comprehensive overview of Baptist formation and development

Disciple Making – use the people from our past to model Christ-like behavior

Servant Leadership – use the people from our past to model servant leadership

Spiritual and Character Formation – model Christian character in relating to those in the Baptist family with whom we disagree

Biblical Exposition – demonstrate the biblical foundation for Baptist distinctives

Worship Leadership – examine the variety of worship styles and practices used by Baptists

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.

Student Learning Outcomes

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

1. Be able to apply their knowledge and understanding of the distinctive characteristics of Baptists from seventeenth-century origins to the present to the process of interpreting Christian theological heritage and Baptist polity for the church.
2. Value the ideas, individuals, movements, and institutions that form Baptist heritage.
3. Be able, with the help of resources, to accomplish the following:
 - Practice the historical method and historiography in order to interpret Baptist heritage for the local church.
 - Articulate and defend evangelical and Baptist positions on specific theological issues.
 - Place individuals, movements, and ideas in their proper context in Baptist history.
 - Analyze and evaluate existing Baptist confessions of faith in order to create a personal confession of faith.

Course 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.

Textbooks

There are three (3) required books for this class. These books complement one another as tools for understanding our Baptist heritage.

[C] Chute, Anthony L., Nathan A. Finn, and Michael A. G. Haykin. *The Baptist Story: From English Sect to Global Movement*. Nashville: B & H Publishing, 2015. ISBN: 978-1433673757

[W] Wardin, Albert W., ed. *The Twelve Baptist Tribes in the U.S.A.* Atlanta: Baptist History and Heritage Society, 2007. Available at LifeWay (504-282-2626) and www.baptisthistory.org/books/twelvebaptisttribes.html. ISBN: 978-1578430383

[B&W] Blount, Douglas K. & Joseph D. Wooddell. *Baptist Faith and Message 2000*. Lanham, MD: Roman & Littlefield, 2007. ISBN: 978-0742551039

Recommended texts:

Brand, Chad and R. Stanton Norman. *Perspectives on Church Government*. Nashville: Broadman & Holman, 2003.

Grenz, Stanley J. *The Baptist Congregation*. Valley Forge, PA: Judson Press, 1985; reprint, Vancouver, BC: Regent College Publishing, 1998.

Lumpkin, William L., ed. *Baptist Confessions of Faith*. Valley Forge, PA: Judson Press, rev. ed. 1969.

McBeth, H. Leon. *A Sourcebook for Baptist Heritage*. Nashville: Broadman, 1990.

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

Sullivan, James L. *Baptist Polity--As I See It*. Nashville: Broadman & Holman, rev. ed. 1998.

Wardin, Albert W., ed. *Baptists Around the World: A Comprehensive Handbook*. Nashville: Broadman & Holman, 1995. [Currently out of print].

Williams, Michael, E. *Witnesses to the Baptist Heritage: Thirty Baptists Every Christian Should Know*. Macon, GA: Mercer Press, 2015.

Course Requirements

- A. Tests:** There will be six (6) tests, each worth 25 points, given throughout the semester. The lowest test grade will be dropped. The exam will last 20 minutes and be timed. Exams should be taken without notes in front of you. Please study for the test, then take it “open memory.” You are on the honor system.

Tests will be available throughout the course and can be taken early, but must be completed **before 11.59 pm (Central Time)** on the date below. All test dates are **Mondays**.

Unit 1 - September 9

Unit 2 - September 23

Unit 3 - October 7

Unit 4 - October 28

Unit 5 - November 18

Unit 6 - December 9

- B. Assigned Reading:** Students are expected to read the assigned pages listed for each day. The percentage of each unit’s assigned reading that was completed will be reported (in 20% increments) on that unit’s test. Each report will be worth 5 points. An additional 5 point bonus will be awarded at the time of the final exam to students who have completed all the assigned reading for the course by the time of the final.
- C. Interactive Discussions:** Each student will participate in four (4) threaded discussions. During the time the unit containing the interactive discussion required, you will contribute to 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, but **not more** than five (5) in any one discussion. This means that for each discussion you will have a minimum of 3 entries and a maximum of 6 entries. This means that for each discussion you will have a minimum of three entries in order to receive full credit

You must respond to the initial question **no later than three days before the end of the unit**, preferably. In this way, you will respond early enough to allow your classmates to learn from you. There must be **at least two (2) days** time span between your initial comments and your response to your classmates. Be sure to plan accordingly so that you leave enough time to respond before the end of the unit. Posts which fail to leave two days between the initial post and the responses to classmates will result in a one point per day per response **deduction**.

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 (graded): 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. Take the time to work on your book review.

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

Unit 5 No Discussion. Take the time to work on your confession of faith.

Unit 6 (graded): In the past, many Southern Baptist churches gave 10% or more of their budgets to support Kingdom ministry through the Cooperative Program. Should churches still strive for 10 % participation? Why or why not? Since 2010, churches can consider finances used to support specific mission endeavors (adopting a people group or church plant) as part of their Cooperative Program giving. What impact does this have other ministries?

D. Book Review: Each student will write a review of a book that is either a biography of someone in Baptist life (see list below), a history of Baptist life in a particular area (association, state, country) or a history of a Baptist denomination. The book should be at least 150 pages in length and be written for an adult audience (not youth). Please post the title, author and page count in the Book Review Sign Up area in Blackboard. The professor will evaluate it and note whether or

not it is approved. The review will be written as though for an academic magazine or journal. It should contain:

- (1) a bibliographical entry at the top of the first text page of the review,
- (2) a brief biographical sketch of the author (one paragraph at most),
- (3) a brief summary (one to two pages) of the contents of the book,
- (4) a statement of the authors' purpose and the extent to which the purpose was realized,
- (5) a description of the authors' writing style and biases,
- (6) significant insights, strengths, and/or weaknesses (at least 2 each),
- (7) applications/implications for denominational issues (at least 2, no more than 5),
- (8) concluding evaluation, and
- (9) use a title page, but a table of contents is not necessary.

See the example in Blackboard. All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. Reviews should be 4-6 pages in length, double-spaced. The review is worth 50 points. A late review will be assessed an initial **10 point penalty**. Each calendar day after the due date an **additional 10 point penalty** will be assessed. Submit it in the "Assignments" area of Blackboard. Submit a second copy of your review in the "Discussion Board" area of Blackboard so the entire class can read it. **Due September 30.**

Possible subjects (if not listed, you may ask for him/her to be added) for a biography:

John Smyth	William W. Colley
Thomas Helwys	Augustus H. Strong
John Bunyan	Lottie Moon
Benjamin Keach	B. H. Carroll
John Gill	E. Y. Mullins
Andrew Fuller	Richard H. Boyd
William Carey	William Bell Riley
Roger Williams	Walter Rauschenbusch
John Clarke	W. O. Carver
John Leland	H. Wheeler Robinson
Isaac Backus	W. T. Conner
Richard Furman	J. Frank Norris
John L. Dagg	George W. Truett
Lott Cary	Martin Luther King, Jr.
Alexander Campbell	Herschel Hobbs
J. R. Graves	W. A. Criswell
C. H. Spurgeon	Carl F. H. Henry
Johann Gerhard Oncken	Billy Graham

E. Confession of Faith: Each student will write their own personal Confession of Faith. Include Scripture references as support for your views. While you may choose to model your confession after one of the existing confessions, it is not necessary to do so. If you make extensive use of one or more existing confessions, or you are not a Baptist, please note this in an introductory paragraph. However, this is your personal confession. Do not simply copy entire sections of a

confession. Put it into your own words. Include the elements which you believe are necessary to be a Christian and to practice as a Baptist (or your denominational background if not Baptist). Use headings to indicate major necessary topics. Doctrines that must be covered are:

- God
- Bible
- Humanity
- Salvation
- Church
 - Definition – who makes up the church
 - Who has authority over the congregation (make budget, call pastor)
 - Who are the leaders (pastor, deacon, elder, bishop, priest, pope)
 - How many ordinances, what are they
- Last things

You may include additional topics as you see fit.

Your confession **must** have a title page and a table of contents. There are no page limits and it may be single spaced. The Confession is worth 50 points. A late confession will be assessed an initial **10 point penalty**. Each calendar day after the due date an **additional 10 point penalty** will be assessed. Submit it in the “Assignments” area of Blackboard. **Due November 12.**

Evaluation of Grade

The student's grade will be computed as follows:

<u>Possible Points</u>	<u>Grading Scale</u>
Reading: 30 pts.	A = 279-300 pts.
Tests (5 x 25): 125 pts.	B = 255-278 pts.
Discussions: 45 pts.	C = 231-254 pts.
Book Review: 50 pts	D = 210-230 pts.
Confession: <u>50 pts.</u>	F = 209 - ↓ pts.
300 pts.	

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Penalties

- A. *Tests*: Since tests are available for some time before the deadline and one test score will be dropped, no make up exams are allowed.
- B. *Papers*: A late paper will be assessed an initial **10 point penalty**. Each calendar day after the due date an **additional 10 point penalty** will be assessed. Failure to post a copy of the paper on Blackboard will result in the **loss of 5 points**.

- C. *Plagiarism*: A high standard of personal integrity is expected of all students at New Orleans Baptist Theological Seminary. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Students for further action. **See the Graduate Catalog for more information on the Definition of Plagiarism and Consequences for Violations of Plagiarism.**

Submission of Assignments

- A. **Unit Tests and Reading Reports**: Unit tests and reading reports must be completed by midnight (Central Standard Time) of the date of the unit completion. Exams may be taken prior to that date, but will not be available after the due date.
- B. **Book Reviews** should be **posted twice**. First, submit it through SafeAssign in the Assignments area. This compares your review with other papers and evaluates how much of your wording is original. Secondly, submit your paper in the appropriate area in Discussion Board. Attach your paper by clicking on the Browse button and finding the copy of your review. Remember to click Submit or the review will not post properly. This allows the rest of the class to read your review and learn from your work. I want you all to be able to benefit from the others' reading and writing. Your review **must** be posted a .pdf document. [WordPerfect can save a document in .pdf and you can download a program from the [Software Downloads to be used in NOBTS Blackboard Courses](#) link that will work for MS Word documents (MS Works is not acceptable)]. Posting your paper in .pdf format preserves your margins and spacing. Failure to post your paper in a .pdf format will result in a **5 point penalty**.
- C. **Confession of Faith** should be posted as an attached file (not added in the text box) in the Assignment area.

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.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

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.

In addition, check Blackboard for instructions related to this class. Because this class is available on Blackboard, 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

[C] Chute, Anthony L., Nathan A. Finn, and Michael A. G. Haykin. *The Baptist Story*.

[W] Wardin, Albert W. *The Twelve Baptist Tribes in the U.S.A.*

[B & W] Bount, Douglas K. and Joseph D. Wooddell, eds. *Baptist Faith and Message 2000*.

Unit	Subject	Reading
[1]	Baptist Distinctives and Polity	C: 325-345 B & W: 1-36 (Art. 1-3)
	English Reform and Baptist Origins	C: 11-20
	Rise of General and Particular Baptists	C: 20-27
	Confessions of Faith and Associations	C: 39-45
[2]	Challenges and Early Leaders	C: 45-54
	English Baptists (1689-1770)	C: 61-74 B & W: vii-xxv, 37-54, 111-120 (Foreword, Intro, Art. 4-5, 11)
	New Connection & BMS	C: 99-110
	From Spurgeon to the Present	C: 202-9, 213-15, 234-6, 263-5
[3]	Baptist Beginnings in America	C: 27-35, 54-58
	First Great Awakening	C: 74-83 B & W: 55-88, 171-182 (Art. 6-8, 17)
	American Expansion	C: 87-94
	Struggle for Religious Liberty	C: 87-94

[4]	American Baptist Missions	C: 115-127 B & W: 89-110 (Art. 9-10)
	Anti-Missions Reaction	C: 127-136, 141-152 W: 87-98
	Formation of SBC	C: 152-161
	African-American Baptists	C: 94-99, 137-138, 230-232 W: 21-28
	Ethnic Missions	C: 163-169, 232-234 W: 29-30, 34-40
[5]	Northern Baptists 1845-1920	C: 187-201, 215-225 W: 78-86 B & W: 121-150 (Art. 12-14)
	Southern Baptists 1845-1900	C: 175-184, 225-230
	Landmarkism	C: 169-174 W: 73-77
	Fundamentalism	C: 239-250 W: 31-34, 41-51, 66-72
[6]	Southern Baptists 1900-1960	C: 250-259 B & W: 151-170 (Art. 15-16)
	American Baptists Since 1950 & Reformed Baptists	C: 259-263 W: 16-20, 99-101
	SBC Expansion	C: 267-276 W: 52-59
	SBC Controversies	C: 276-291 W: 59-65
	SBC Reorganization & BF & M	C: 295-319 B & W: 183-229 (Art. 18, Appendix)

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