

CAREY THEOLOGICAL COLLEGE
HIST 562 Baptist Identity
Winter 2017 Online

Professor: Dr. Axel Schoeber
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January 9 – March 17, 2017
3 graduate credits
135 hours

Course Description

The primary goal of this course is to assist you in becoming an effective leader within the context of Baptist churches in western Canada by augmenting your understanding of, and appreciation for the contribution to Christ's church made by the world-wide family of believers called "the Baptists."

Learning Objectives

After completing this course, you will be able to:

1. Recognize and examine key facets of the Baptist heritage, including significant aspects of the uniquely Baptist vision of the faith, significant events in the development of the Baptist tradition both in Canada and around the world, and crucial concerns facing Baptists today.
2. Identify and value your heritage as a member of the Baptist fellowship and deepen your commitment to ministering as a Baptist leader in the church of Jesus Christ.
3. Formulate and prepare related insights from the Baptist heritage to meet current problems and situations.

Required Reading

Early, Joseph Jr., *Readings in Baptist History: Four Centuries of Selected Documents*. Nashville: B & H Academic, 2008. 200 pages—we will not read all entries. Kindle has an e-book version.

Fiddes, Paul S. *Tracks and Traces: Baptist Identity in Church and Theology*. Waynesboro, Georgia: Paternoster, 2003. (280 pages—we will not read chapter 1)

Grenz, Stanley J. *The Baptist Congregation*. Vancouver: Regent College, 1996. (120 pages)

Course Requirements

1. **Discussion Forums**

Eight online week-long interactions about topics pertaining to Baptist Identity, beginning Monday, January 9, 2017. Expect to take about 5 hours per week for these interactions. Mondays are our transition day to finish last week's work, if you

need to, and begin the new week.

The basic pattern for most weeks is:

- A. At the end of the previous week, you will be assigned pages from one or more of the course texts. It would be good to complete that reading by Monday (the day we begin the related topic).
- B. In addition, there will be about one hour of further reading--content by the professor, an attached document or an assigned link. Read this material next.
- C. Look over the discussion questions attached to that week's topic. Answer **one**. The guideline for these initial posts is about 250 words. Alternatively, you can make a substantial response of the same length to the posting of another student.
- D. Later, read over posts on **all** discussion questions for the week and make a substantial response. Both the initial post and one shorter response are **required** each week of discussion. Unless you have made **prior** arrangement with the professor, each missed post results in a one percentage point drop in your final grade. The Monday immediately after the current discussion is the final day for timely posting.
- E. There are **3 graded initial posts** for each student. Look ahead at the Course Schedule and Discussion questions. Decide on 3 topics to which you want to give particular attention. Write a 500-word initial post those weeks, instead of the normal 250 word posts.

Since you are producing academic level work, remember that grammar, spelling and style matter. Put "GRADABLE POST" at the top so I clearly know your intent.

30% of the final grade (10 % each)

NOTE ON DISCUSSION ETIQUETTE: Some students get very involved in discussion questions and provide many initial posts and responses. Such involvement far exceeds course requirements and can become burdensome to fellow students who try to keep up. So, ask yourself "Why?" when you make more than four posts in a week, or when your posts in a week, combined, constitute more than 750 words. Unless you have a **compelling** reason for exceeding these guidelines, please do not.

2. **Two Mandatory Live Classroom Sessions Online**

These one-hour sessions allow "face-to-face" interaction. You will receive instructions on how to participate.

In **the first session**, students will familiarize themselves with the technology and bring their course-related questions.

The second session will focus on this topic:

On page 54, Fiddes insists that Baptists do not believe in the independence of the local church, but rather they believe in its direct dependence on Christ. Do you agree? What are the implications of this statement?

Dates - Monday, January 23 and Monday, March 6. Each session begins at 1:30 p.m. PST (Pacific time).

3. **Biographical article**

You will choose, from a predetermined list, a significant individual in Baptist history. Each student researches a different person. Write a post for the whole class highlighting why that individual matters to Baptists. 600 - 750 words. Due: Monday, January 30. These posts constitute material that **could** be on the historical quiz.
20%

4. **Reading Log:** From the attached bibliography, find 300 pages that interest you personally. They could come from one or more of the books. Create a reading log. (See Types of Assignments when the course website opens.) The log you hand in should be 10 pages, **maximum** (12 point font, double-spaced). This reading is in addition to research you do for the final paper.

Due: Monday, February 20.

10%

5. **Historical Quiz:** Review the historical portions of the course (Baptist beginnings, the “world-wide sweep,” the Canadian story and your biographical articles). During the week of February 27, take a 20 question quiz matching salient historical items from 2 columns.

10%

6. **Reflection Paper:** (See Types of Assignments.) Look at the acrostic BAPTIST on page 82 of Grenz’ text. Think of a current or recent issue in your church or ministry setting where you applied or fruitfully could have applied one of the Baptist emphases identified there. Maintain confidentiality as you describe the situation or issue. Describe how the Baptist emphasis did strengthen or could have strengthened the outcome. Integrate insights you have gained in the course and relevant Scriptures (12 pages, 12 point font, double-spaced; 13 pages **maximum**).

Due: Friday, March 17.

30 %

Students are expected to submit assignments on time. If emergencies happen, talk with the professor **before** the due date to arrange an alternative plan: the sooner, the better.

Time Investment

Online class work	44 hours
Reading	30 hours
Biographical Article	6 hours
Additional Reading and Log	25 hours

Historical Quiz	5 hours
Reflection Paper	25 hours
Total	135 hours

Evaluation

3 Graded Online Posts	30 % (10 % each)
Biographical Article	20 %
Reading Log	10 %
Historical Quiz	10 %
Reflection Paper	30 %
Total	100 %

Course Schedule

Week 1	January 9 – 15	Online content: Baptist beginnings
Week 2	January 16 – 22	Online topic: Covenant
Week 3	January 23 – 29	Authority in a Baptist Church Live online classroom: Monday, January 23- 1:30 PM
Week 4	January 30 – February 5	Online content: The World-wide Sweep of Baptist History Due: Monday, January 30—Biographical article
Week 5	February 6 – 12	Online topic: Salvation and Baptism
Week 6	February 13 – 19	Online topic: Separation of Church and State
Week 7	February 20 – 26	Online topic: Overview of Canadian Baptist History Due: Monday, February 20—Reading Log
Week 8	February 27 – March 5	Online topic: Implications of the Lord’s Supper Take the historical quiz this week.
Week 9	March 6 – 12	Online topic: Mission and Doctrines for the 21 st Century Live online classroom: Monday, March 6- 1:30 PM
Week 10	March 13 -17	No online interaction Reflection Paper Due: Friday, March 17

Bibliography

I. General

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Brewer, Brian C., ed. *Distinctly Baptist: Proclaiming Identity in a New Generation*. Valley Forge: Judson, 2011.

Cook, Henry. *What Baptists Stand For*. London: Carey Kingsgate, 1947.

Durnbaugh, Donald F. *The Believers Church: The History and Character of Radical Protestantism*. Scottsdale: Herald, 1968.

Noll, Mark A. *A History of Christianity in the United States and Canada*. Grand Rapids, Michigan: Eerdmans, 1992.

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II. Baptist History

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Freeman, Curtis W., James Wm. McClendon, Jr., C. Rosalee Velloso Ewell. *Baptist Roots: A Reader in the Theology of a Christian People*. Valley Forge: Judson, 1999.

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III. Canadian Baptist Life

Allen, Richard. *The Social Passion: Religion and Social Reform in Canada 1914-28*. University of Toronto, 1971.

Anderson, Donald O. *"Not by Might, Nor by Power . . .": The Story of Carey Hall, 1960 to 2005*. Vancouver, BC: Carey Hall, May, 2006.

Bentall, Shirley. *From Sea to Sea: The Canadian Baptist Federation 1944-1994*. Mississauga: Canadian Baptist Federation, 1994.

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IV. Baptist Visions for Ministry

Martin, Bruce. *Your Church in Your Community*. Calgary: The Baptist Union of Western Canada, 1995.

Nelson, Gary V. *Borderland Churches: A Congregation's Introduction to Missional Living*. St. Louis, Missouri: Chalice Press, 2008.

Olsen, Charles M. *Transforming Church Boards into Communities of spiritual leaders*. Alban Institute, 1995.

Palau, Kevin. *Unlikely: Setting Aside our Differences to Live out the Gospel*. Toronto: Howard Books, 2015. Not specifically Baptist and yet I believe it is consistent with Baptist understandings.

Parsons, Michael, David J. Cohen. *On Eagles' Wings: An Exploration of Strength in the Midst of Weakness*. Eugene, Oregon: Wipf & Stock, 2008.

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Warren, Rick. *The Purpose Driven Church*. Grand Rapids, Michigan: Zondervan, 1995.

Willard, Dallas. *The Divine Conspiracy*. San Francisco: Harper, 1998.

Academic Policies

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

Course Attendance

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

Carey Grading Scale

See the Carey Academic Catalogue for details on the Carey grading scale.

Course Withdrawal Policy

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

Extensions

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at: <http://learningcommons.ubc.ca/academic-integrity/>.

Gender Language

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don’t conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.