



CAROLINA UNIVERSITY

A Christ-centered University committed to exceptional teaching,
scholarly research, creative innovation, and professional collaboration.

PROFESSOR: Dr. Paul Hartog

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MISSION STATEMENT

Carolina University is a Christ-centered University committed to educating aspiring leaders worldwide through exceptional teaching, scholarly research, creative innovation, and professional collaboration.

COURSE DESCRIPTION

A study of the origin, development, and various expressions of the doctrines and practices of Baptists. Consideration is also given to distinctive doctrines and current issues.

COURSE DELIVERY AND METHODS

The learning process will include lecture materials, discussions with peer interaction, a biographical essay / assessment, research paper writing, and a final exam.

COURSE MATERIALS

Required Texts:

Bauder, Kevin. *Baptist Distinctives and New Testament Church Order*. Arlington Heights, IL: Regular Baptist Books, 2012. ISBN: 978-1-60776-583-7

Chute, Anthony L., Nathan A. Finn, and Michael A. G. Haykin. *The Baptist Story: From English Sect to Global Movement*. Nashville: B&H Academic, 2015. ISBN: 978-1-4336-7375-7

Early Jr., Joseph (ed.). *Readings in Baptist History: Four Centuries of Selected Documents*. Nashville: B&H Academic, 2008. ISBN: 978-0-8054-4674-6

Required Resources:

Other required readings (provided as PDFs during course)

Class lecture materials (provided through the weekly assignment tabs)

Recommended Resources:

Not applicable

COURSE OBJECTIVES

Upon completion of this course, students will:

1. Review the differing views concerning Baptist origins
2. Trace the growth of the Baptist movement into a global phenomenon
3. Compare the differing “families” within the Baptist movement
4. Explain the theological distinctives that have characterized Baptist theology
5. Relate the Baptist distinctives to New Testament texts
6. Research a debated topic in Baptist History
7. Assess biographical material about historic Baptist leaders

COURSE REQUIREMENTS AND ASSIGNMENTS

All times in this syllabus are EST (Eastern Standard Time).

(1) Text Readings: Students are required to read the textbooks as described in this syllabus. Students are required to submit reading completion statements each week (due midnight Monday at the end of assignment weeks). Furthermore, the discussion board questions normally interact with the readings for the week.

(2) Lecture materials: Students are required to review the weekly lecture materials. These will form the basis of the quizzes and exam.

(3) Quizzes: A quiz will be given at the end of weeks two, four, and six. Each of the three quizzes will be available in Jenzabar and must be completed by Monday at midnight at the end of the assigned week. Each quiz will cover the lecture materials of the previous two lectures.

(4) Discussion Questions: Students are required to participate in the weekly online forums in a way that exhibits both a grasp of the material and/or question at hand as well as an informed opinion. Each week, a discussion question (or questions) will be assigned on the Discussion Board, related to the readings or audio materials. Each student is expected to make a (1) thoughtful, (2) accurate, (3) well-written (mechanics), (4) lucid (clear), and (5) comprehensive initial post by *Thursday* at midnight. The student’s initial post will be scored according to these criteria. Each student is then expected to respond to at least two other students’ original posts by *Monday* at midnight, thus encouraging discussion and meaningful interaction. Because the goal is discussion among class members, late posts (whether original posts or secondary responses) cannot receive full credit. Even in Discussion Board posts, the sources of quotations and citations should be duly credited (which can be done in-text in the post).

(5) Biographical Essay: By reading primary source material and secondary material (including full-text academic articles), each student will compose a short (three to four pages) biographical essay. This biographical essay can be completed on a famous, historical Baptist figure of the student’s own choice. The text of the essay (beyond the title page and bibliography) should be at least three *full* pages but no more than four pages. A title page should be attached, which does *not* count toward the page-length minimum/maximum above. A short bibliography should come

afterward (also not a part of the content page count). It should include at least five published sources (not simply internet webpages). The text of the paper should be double-spaced. The footnotes, bibliography, and other facets should be formatted by Turabian style.

(6) Examination: A cumulative final exam will be given for this three-credit-hour course. It will cover all seven lectures. This examination will be available in Jenzabar and must be completed by midnight Monday at the end of the final week of class.

(7) Research Paper: See the research paper instructions attached at the end of this syllabus as “Appendix A.” This research paper must be submitted by midnight Monday at the end of the final week of class (as in the syllabus below) using the article submission capability within the Week 7 Assignment Folder titled, “Final Research Paper.”

Supplemental readings: The final research paper must manifest graduate-level research. Each student is expected to do extensive supplemental reading in conjunction with the satisfactory completion of his or her research paper.

COURSE SCHEDULE

A. Week 1 (August 17 – August 24)

1. Study the PDF notes of Lecture 1.
2. Discussion Board: Place a relevant post on the Discussion Board by midnight Thursday. And meaningfully interact with (respond to) at least two other students’ original posts by midnight Monday at the end of the assignment week.
3. Bauder Reading: Pages 10-35.
4. Chute, Finn, & Haykin Reading: Pages 1-37.
5. Early Reading: Pages 1-35.
6. By midnight Monday at the end of the assignment week, submit your (a) Bauder reading report, (b) Chute, Finn, & Haykin reading report, and (c) Early reading report.

B. Week 2 (August 24 – August 31)

1. Study the PDF notes of Lecture 2.
2. Discussion Board: Place a relevant post on the Discussion Board by midnight Thursday. And meaningfully interact with (respond to) at least one two other students’ original post by midnight Monday at the end of the assignment week.
3. Bauder Reading: Pages 36-54.
4. Chute, Finn, & Haykin Reading: Pages 39-112.
5. Early Reading: Pages 36-73.
6. By midnight Monday at the end of the assignment week, submit your (a) Bauder reading report, (b) Chute, Finn, & Haykin reading report, and (c) Early reading report.
7. Quiz 1: Take Quiz 1 by midnight Monday at the end of the assignment week. Quiz 1 covers the PDF notes from Lecture 1 and Lecture 2.

C. Week 3 (August 31 – September 7)

1. Study the PDF notes of Lecture 3.

2. Discussion Board: Place a relevant post on the Discussion Board by midnight Thursday. And meaningfully interact with (respond to) at least two other students' original posts by midnight Monday at the end of the assignment week.
3. Bauder Reading: Pages 55-74.
4. Chute, Finn, & Haykin Reading: Pages 115-162
5. Early Reading: Pages 74-111.
6. By midnight Monday at the end of the assignment week, submit your (a) Bauder reading report, (b) Chute, Finn, & Haykin reading report, and (c) Early reading report.

D. Week 4 (September 7 – September 14)

1. Study the PDF notes of Lecture 4.
2. Discussion Board: Place a relevant post on the Discussion Board by midnight Thursday. And meaningfully interact with (respond to) at least two other students' original posts by midnight Monday at the end of the assignment week.
3. Bauder Reading: Pages 75-90.
4. Chute, Finn, & Haykin Reading: Pages 163-210
5. Early Reading: Pages 112-152.
6. By midnight Monday at the end of the assignment week, submit your (a) Bauder reading report, (b) Chute, Finn, & Haykin reading report, and (c) Early reading report.
7. Quiz 2: Take Quiz 2 by midnight Monday at the end of the assignment week. Quiz 2 covers the PDF notes from Lecture 3 and Lecture 4.

E. Week 5 (September 14 – September 21)

1. Study the PDF notes of Lecture 5.
2. Discussion Board: Place a relevant post on the Discussion Board by midnight Thursday. And meaningfully interact with (respond to) at least two other students' original posts by midnight Monday at the end of the assignment week.
3. Bauder Reading: Pages 91-128.
4. Chute, Finn, & Haykin Reading: Pages 213-266
5. Early Reading: Pages 153-186.
6. By midnight Monday at the end of the assignment week, submit your (a) Bauder reading report, (b) Chute, Finn, & Haykin reading report, and (c) Early reading report.
7. Biographical Essay: Submit your biographical essay by midnight Monday at the end of the assignment week. Use the submission capability within the Week 5 Assignment Folder, titled "Biographical Essay."

F. Week 6 (September 21 – September 28)

1. Study the PDF notes of Lecture 6.
2. Discussion Board: Place a relevant post on the Discussion Board by midnight Thursday. And meaningfully interact with (respond to) at least two other students' original posts by midnight Monday at the end of the assignment week.
3. Bauder Reading: Pages 129-153.
4. Chute, Finn, & Haykin Reading: Pages 267-321.
5. Early Reading: Pages 187-228.
6. By midnight Monday at the end of the assignment week, submit your (a) Bauder reading report, (b) Chute, Finn, & Haykin reading report, and (c) Early reading report.

7. Quiz 3: Take Quiz 3 by midnight Monday at the end of the assignment week. Quiz 3 covers the PDF notes from Lecture 5 and Lecture 6.

G. Week 7 (September 28 – October 5)

1. There are no new lecture notes this week. Study the PDF notes of Lecture 1 through Lecture 6 for the sake of the exam.
2. Discussion Board: Place a relevant post on the Discussion Board by midnight Thursday. And meaningfully interact with (respond to) at least two other students' original posts by midnight Monday at the end of the assignment week.
3. Bauder Reading: Pages 156-180.
4. Chute, Finn, & Haykin Reading: Pages 325-346 + PDFs
5. Early Reading: Pages 229-270.
6. By midnight Monday at the end of the assignment week, submit your (a) Bauder reading report, (b) Chute, Finn, & Haykin reading report, and (c) Early reading report.
7. Final Exam: Take the Final Exam by midnight Monday at the end of the assignment week. The final exam covers the PDF notes from Lecture 1 through Lecture 6.
8. Research paper due by midnight Monday at the end of the assignment week. Use the article submission capability within the Week 7 Assignment Folder, titled "Final Research Paper."

CATEGORY WEIGHT

| Categories | Weight of Assignment (points or percentage) |
|----------------------------|---|
| Readings | 21% |
| Discussion board questions | 14% |
| Biographical essay | 7% |
| Quizzes | 12% |
| Final Examination | 26% |
| Research Paper | 20% |
| TOTAL | 100% |

COURSE ASSESSMENT

| Assessment | Course Objective(s) Met |
|--------------------|-------------------------|
| Exams | 1, 2, 3, 4 |
| Quizzes | 1, 2, 3, 4 |
| Discussion Forums | 4, 5 |
| Research Writing | 6 |
| Biographical Essay | 7 |
| | |

GRADING SCALE

| Grade | Point Value | Range | |
|-------|-------------|---------------|----------|
| | | Undergraduate | Graduate |
| A | 4 | 94-100 | 96-100 |
| A- | 3.7 | 90-93 | 93-95 |
| B+ | 3.3 | 87-89 | 90-92 |
| B | 3 | 83-86 | 87-89 |
| B- | 2.7 | 80-82 | 85-86 |
| C+ | 2.3 | 77-79 | 82-84 |
| C | 2 | 73-76 | 79-81 |
| C- | 1.7 | 70-72 | 77-78 |
| D+ | 1.3 | 67-69 | 74-76 |
| D | 1 | 60-66 | 70-73 |
| F | 0 | <60 | <70 |

PROFESSOR/STUDENT INTERACTION

Carolina University institutional policy:

- By phone or by email within 24 hours.
- Grading of assignments is to be done within 3 days for regular assignments and 7 days for larger assignments.

In addition, students should expect the following grade/feedback-based interaction in this course:

- The professor will interact with the discussion forum every week, engaging in and furthering the discussion. Quizzes will be graded immediately upon submission. The final exam will be graded within a week.
- Student-faculty interaction will occur every week through the discussion board. In addition, feedback will take place through the multiple quizzes, the final exam, student introductions, the biographical essay, and the final research paper.
- Opportunity will be provided for face-to-face live (synchronous) interaction with the professor and other students, through collaborate meetings.

COURSE SPECIFIC POLICIES

The quizzes and exam cannot be taken late except in cases of extreme emergency or prior permission. In the cases of the biographical paper and the research paper, the grade will be reduced 5% every day late. As explained above, discussion board interactions must be posted on time to avoid late deductions.

ATTENDANCE POLICY

On Campus

All courses held on a physical campus follow the specific attendance policy found in the Student Handbook for that course level and format. These specific and extensive policies can be found at <http://www.carolinau.edu/student-handbooks>.

Online

- Students indicate their intention to participate in a course by completing the check-in quiz. Failure to check in will result in administrative withdrawal from the course.
- Ongoing participation will be based on the student fulfilling course assignments.
- Students who withdraw after the check-in period may receive a grade of “WP” or “WF.”
- Students who check in to a course and fail to maintain ongoing participation but do not officially withdraw will receive a grade of “F.”

It is the student’s responsibility to be familiar with these policies and to keep track of his or her own attendance (available for campus students in the student portal).

ACADEMIC INTEGRITY AND MISCONDUCT

Academic Integrity

Academic integrity includes honest and responsible scholarship, research, information collection, and presentation. The University expects students to submit assignments that are original to them and that properly cite and reference peoples’ ideas using the prescribed style guide. Biblically, these issues are reflected in verses about honesty (Eph. 4:25), integrity (Prov. 2:6-8), diligence (Col. 3:23), and uprightness (I Cor. 10:31). Students at CarolinaU are expected to follow the letter and the spirit of academic integrity in all assignments. The very foundation of university success is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. If a student is uncertain about an issue of academic honesty, he/she should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Accurately reporting results when conducting your own research or with respect to labs.
- Honesty during examinations.

Academic Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage. The Academic Integrity Policy and the consequences for infractions can be found in the Student Handbook at <http://www.carolinau.edu/student-handbooks>.

It is the student’s responsibility to be familiar with these policies and to avoid academic misconduct in all assignments. To help students better understand the many facets of plagiarism in particular, that portion of the policy is included here.

Plagiarism is the use of another person’s distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author’s words by the use of quotation marks

around those words in the text of a paper and by appropriate citations. The failure occurs in an oral, written, or media project submitted for academic credit or some other benefit.

Examples of plagiarism include (but are not limited to), the following:

- Word-for-word copying of another person's ideas or words.
- The mosaic (interspersing of one's own words here and there while, in essence, copying another's work).
- The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
- Submission of another's work as one's own.
- Having another person write or correct a paper.
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service.
- Neglecting quotation marks on material that is otherwise acknowledged.
- Fabrication of references (inventing or counterfeiting sources).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The policy and intent of Carolina University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Carolina University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Carolina University will provide reasonable accommodations to the known physical and/or mental limitations of a qualified individual with a disability, unless it would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Success Services.

BIBLIOGRAPHY

Banks, William L. *A History of Black Baptists in the United States*. West Conshohocken, PA: Infinity Publishing, 2013.

Bauder, Kevin. *Baptist Distinctives and New Testament Church Order*. Arlington Heights, IL: Regular Baptist Books, 2012.

Beale, David. *Baptist History in England and America: Personalities, Positions, and Practices*. Maitland, FL: Xulon Press, 2018.

Bebbington, David W. *Baptists Through the Centuries: A History of a Global People*. Waco: Baylor University Press, 2018.

Brackney, William H. *The Early English General Baptists and Their Theological Formation*. Oxford: Centre for Baptist Studies in Oxford, 2019.

Chute, Anthony L., Nathan A. Finn, and Michael A. G. Haykin. *The Baptist Story: From English Sect to Global Movement*. Nashville: B&H Academic, 2015.

Early Jr., Joseph (ed.). *Readings in Baptist History: Four Centuries of Selected Documents*. Nashville: B&H Academic, 2008.

Emerson, Matthew Y. and Christopher W. Morgan, and R. Lucas Stamps. *Baptists and the Christian Tradition: Towards an Evangelical Baptist Catholicity*. Nashville: B&H Academic, 2020.

Fiddes, Paul W. *Tracks and Traces: Baptist Identity in Church and Theology*. Studies in Baptist History and Thought 13. Eugene, OR: Wipf & Stock, 2007.

Fiddes, Paul S. and William H. Brackney. *The Fourth Strand of the Reformation: The Covenant Ecclesiology of Anabaptists, English Separatists, and Early General Baptists*. Oxford: Center for Baptist History and Heritage, 2018.

Harmon, Steven R. *Towards Baptist Catholicity: Essays on Tradition and the Baptist Vision*. Studies in Baptist History and Thought 27. Eugene, OR: Wipf & Stock, 2006.

Kidd, Thomas S. and Barry G. Hankins. *Baptists in America: A History*. Oxford: Oxford University Press, 2015.

Nettles, Tom. *The Baptists*. 3 vols. Fearn, UK: Mentor, 2007.

Picirilli, Robert E. *Free Will Baptist History: Exploring Our Origins and Identity*. Randall House, 2019.

Renihan, James M. *Edification and Beauty: The Practical Ecclesiology of the English Particular Baptists, 1675-1705*. Studies in Baptist History and Thought 17. Eugene, OR: Wipf & Stock, 2009.

Renihan, James M. *From Shadow to Substance: The Federal Theology of the English Particular Baptists, 1642-1704*. Oxford: Center for Baptist History and Heritage, 2018.

Straub, Jeffrey Paul. *The Making of a Battle Royal: The Rise of Liberalism in Northern Baptist Life, 1870-1920*. Monographs in Baptist History 8. Eugene, OR: Pickwick, 2018.

Ward, Matthew. *Pure Worship: The Early English Baptist Distinctive*. Monographs in Baptist History 3. Eugene, OR: Pickwick, 2014.

Weaver, C. Douglas. *In Search of the New Testament Church: The Baptist Story*. Macon, GA: Mercer University Press, 2008.

Williams Sr., Michael E. and Walter B. Shurden (eds.). *Turning Points in Baptist History*. Macon, GA: Mercer University Press, 2011.

APPENDIX A: RESEARCH PAPER INSTRUCTIONS

Each student is to write a research paper examining an important topic from Baptist history. The student must not write on a topic that he or she has covered in any previous research paper or class assignment. Students should communicate a specific thesis based upon sound reasoning and argumentation. If the topic is addressed in the class lectures, students should feel completely free to diverge from any position taken in those notes (or in the textbooks or other materials).

The paper must include between nine *full* pages and eleven pages of text, along with a title page and a select bibliography (and the paper should be paginated). Please do not go beyond eleven pages of text. The title page should include the paper title, your name, course title, and date.

According to CarolinaU policies, “The most recent edition of *A Manual for Writers of Term Papers, Thesis, and Dissertations* by Kate Turabian is the basic manual style for formal papers.” A brief introduction to Turabian bibliography and footnote (first full reference) style is available here: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. A fuller overview of the Turabian style (bibliography/reference list, first full references in footnotes, and subsequent references in footnotes) is available through the links gathered at: <http://writing.wisc.edu/Handbook/DocChicago.html>. For the Turabian-style citation of electronic and other special sources, this link may be helpful: <http://www.hputx.edu/academics/schools/school-of-christian-studies/writing-style-guide/>.

The paper should include properly formatted footnotes and a full bibliography of all resources used in the preparation and composition of the work. Each paper’s bibliography should include at least ten quality sources (with a good distribution of published books *and* academic articles). CarolinaU instructions on retrieving academic articles appear below. Students are required to use properly formatted *footnotes*. The first citation of a source must be in the long footnote form, while subsequent citations can employ the short footnote form (see Turabian style). The text should be in 12 point font, while the footnotes should be in 10 point font. The text should be double-spaced (except for properly indented block quotations), while the footnotes should be single-spaced within notes.

A graduate-level research paper must be informed, logical, and polished. The paper should begin with a short introduction and end with a concise conclusion. The engaging introduction should include a clear thesis/purpose statement, and the conclusion should succinctly summarize the argument of the paper (and be supported by the study’s evidence). The paper should fairly represent opposing viewpoints before analyzing them. The paper should critically assess the issues(s) using cogent and well-structured argumentation. The paper’s positions and insights should evidence sound historical, logical, and theological reasoning.

The paper must manifest graduate-level academic research as well as graduate-level academic writing. The paper should interact with primary source documentation (often secondary literature will lead you back to key primary sources). The paper should also evidence a working knowledge of (and interact with) secondary sources related to the specific topic. These sources should include both scholarly books and scholarly articles. Be sure to consult *published* literature beyond internet webpages (academic books and academic journal articles that deal

specifically with the topic chosen—especially the influential, scholarly works in the field). Through e-technology, many published sources can be reached through the internet as well. Academically dubious or questionable sources should be avoided in graduate papers. Meaningful interaction with scholarship should be evident in the paper, and the footnotes should reflect ample interaction with the research materials.

The paper should manifest correct form, grammar, and spelling. Grading of the paper will be based upon structure, organization, and format; spelling, grammar, and mechanics; sufficient and proper use of primary and secondary sources (manifesting graduate-level research); and especially content and argumentation (comprehensive examination, thorough analysis, and cogent argumentation).

Full text articles are available through ATLA, Christian Periodical Index, Galaxie Software, and JSTOR; dissertations are available through TREN. One may link into these and other databases through CarolinaU's library webpage.

1. Login to "My CarolinaU Portal Login" using your ID.
2. You will see icons for Galaxie Software, JSTOR, EDocs (leading to TREN dissertations), EBSCOHost (which leads to ATLA and the Christian Periodical Index), Health Reference Center, and the Library Search (Search CarolinaU library). Any further usernames and passwords that you might need for these databases can be provided by the library.

In addition to these subscription databases, there are also links to free research tools and resources on the *Additional Resources* page of the library—<http://www.carolinau.edu/library/resources>. Students may also familiarize themselves with the use of WorldCat, which lists library holdings worldwide (and can be found at www.worldcat.org). If students desire an interlibrary loan to their local public library, they must plan ahead. For research resource questions, contact the CarolinaU library staff at 336-725-8344, extension 7009.

Here are some tutorial pages created by EBSCOHost, JSTOR, and ProQuest themselves:
EBSCOHost library of YouTube tutorials: <http://support.epnet.com/tutorials/ehost/>
JSTOR support: <https://guides.jstor.org/c.php?g=475564&p=3252117>
<http://about.jstor.org/content/advanced-searching-jstor>
ProQuest YouTube overview: <https://www.youtube.com/playlist?list=PL943D4F9759615B70>

For the scanning, shipping, and interlibrary loan policies of Carolina University, contact the Manuel Library at library@carolinau.edu or 336.714.7894

APPENDIX B: A page of examples of options for biographical essay (all deceased)

Isaac Backus
James Petrigu Boyce
John Albert Broadus
John Bunyan
Lott Carey
William Carey
Benajah Harvey (B. J.) Carroll
Oswald Chambers
William Newton Clarke
Richard V. Clearwaters
W. A. Criswell
Jon L. Dagg
Jerry Falwell
Andrew Fuller
John Gill
Billy Graham
Stanley Grenz
Lemuel Haynes
Thomas Helwys
Carl F. H. Henry
E. V. Hill
Herschel Hobbs
Jack Hyles
John J. Jasper
Adoniram Judson
Ann Judson
Robert T. Ketcham
Martin Luther King, Jr.
Robert G. Lee
James Leland
Jesse Mercer
Charlotte (“Lottie”) Moon
Edgar Young (E. Y.) Mullins
J. Frank Norris
Bernard Ramm
Lee Roberson
Adrian Rogers
Thomas Torrance (T.T.) Shields
Charles H. Spurgeon
Frank Stagg
Augustus Hopkins Strong
George W. Truett
Beauchamp Vick
Francis Wayland
Roger Williams