



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

G312/T312 Anabaptist History and Thought

3 credits. Prerequisites: G110 History and the Christian Era and/or T101 Intro to Theology.

May 10-14, 2021

Module F

Monday-Friday; 9am-4pm

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“For no one can lay any foundation other than the one already laid, which is Jesus Christ.”

(1 Corinthians 3:11)

Please note: This course includes reading before the module.

Course Content and Goals

Course Description

This course provides an overview Anabaptist history, spirituality, and thought. It includes the early growth of Anabaptist movements within the context of the Reformation along with historical and global developments in various streams of Anabaptism, with some focus on the Mennonite Brethren tradition. In conversation with early confessions and contemporary Anabaptist writers, students will examine the centrality of Christ, biblical interpretation, mission, discipleship, and peacemaking from within a framework of Anabaptist convictions.

Relationship to Horizon's Mission

Churches, ministries, and communities rooted in the Anabaptist/Mennonite tradition have had a significant impact on the spiritual and social landscape of the Canadian Prairies and beyond. As part of Horizon's mission to prepare competent Christian leaders, this course will help students to gain a foundational understanding of this stream of Christian life and thought, and the resources it offers for engaging with a post-Christendom society.

Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy*, students will

1. Articulate the biblical, hermeneutical, and theological convictions that mark the Anabaptist movement.
 - *Assessment:* Book Summary and Reflection, Historical Essay, Discipleship Project: Reflection and Response

To demonstrate competency in *Contextual Awareness*, students will

2. Identify and describe key events, people, and issues that shaped the Anabaptist movement globally, in Canada, and within the Mennonite Brethren denomination.
 - *Assessment:* Content Test, Historical Essay
3. Analyze and interpret contemporary peacemaking and discipleship issues in light of the convictions of the Anabaptist movement.
 - *Assessment:* Discipleship Project: Reflection and Response

To demonstrate competency in *Spiritual Maturity*, students will

4. Demonstrate self-awareness in relation to how the Christian community has formed them personally through mutual discipleship.
 - *Assessment:* Book Summary and Reflection

To demonstrate competency in *Ministry Development and Leadership and Administration*, students will

5. Describe the attitudes and practices needed to lead and to disciple others from an Anabaptist perspective (e.g., Christ-centered, non-violent, equipping and empowering of all believers).
 - *Assessment:* Discipleship Project: Reflection and Response.

Course Work

Required Readings

Murray, Stuart. *The Naked Anabaptist: The Bare Essentials of a Radical Faith*. 5th Anniversary Edition. Harrisonburg, VA and Kitchener, ON: Herald Press, 2015. ISBN: 978-0836199833.

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

1. *Pre-Module Reading.*

Read the introduction and Chapters 1 and 2 prior to the course. This should take about 3.5 hours. Please confirm that you've done the reading on Populi under the assignment "Pre-Module Reading."

- **Due date:** May 10 at 9am.

2. *Contest Test.*

On Populi, answer 20-25 open book, short answer questions on the Content Test. The questions will focus on key people, events, institutions, issues, movements, and places (including their general location on a map provided). Each answer should be 2-4 sentences in length. You will have 90 minutes to complete the test. Please see the Study Guide under "Lessons" for help preparing for this test.

- Related learning outcome(s): #2.

- **Assignment Length:** 90 minutes. **Due date:** May 24, 2021.

3. *Book Summary and Reflection.*

Read the remainder of Murray's *The Naked Anabaptist* (affirm this on the Title Page). For each of chapters 3-9, write a one-page reflection on the Core Conviction presented (a total of 7 pages). For each chapter:

- Begin each with a brief summary of the conviction presented in the chapter (max. 20% of the page).
- For the remaining 80% of the page, consider the following questions as appropriate (you will not have the space to address each question for each chapter): how do you respond? what new insights about the Christian life does this chapter bring to you? to what extent has this conviction, and individuals or communities who embodied it, played a role in your own formation as a disciple of Jesus? if you find yourself leaning towards the conviction already (to any degree), how was it shaped in you? how have you seen it practiced in your own (or another) faith community? where is the Holy Spirit prodding you in relation to this conviction?
- **Note:** This assignment is not the place for debates about biblical interpretation as such, but with engagement with the book's theological convictions (i.e., treating the book not as an object over which we stand in judgement, but as a conversation partner with whom we engage respectfully and openly).
- Make sure to include specific footnotes to Murray's book.
- Related learning outcome(s): # 1 and #4.
- **Assignment Length:** 7 pages. **Due date:** June 3, 2021.

4. *Historical Essay.*

Choose a quote or other topic from the list provided under the Lesson "Historical Essay Choices" on Populi or a person or institution of significance to Anabaptist/Mennonite history (please confirm your choice of essay topic with the instructor before proceeding), and write a brief historical essay (6 pages, plus bibliography).

- If a **quote**: approach this as a sort of historical exegesis: who is the speaker/author? Briefly describe the person in their historical context. Explore the meaning of the quote in the context of the author's life: unpack any Scriptural connections, indicate how the quote is connected to author's deeds and/or convictions, and (as appropriate) that of their community.
- If a **person, institution, or event**: Explore with a brief presentation of historical context, an exploration of the subject and how the subject interacts with (responds to or shapes) their context.
- For all papers, ensure the essay has a clear thesis. Your thesis should demonstrate some relationship between your chosen topic and one or more Anabaptist convictions (whether biblical, hermeneutical, or theological).
- The final quarter of the paper (1½ pages) should be personal theological reflection on the topic's significance for contemporary Anabaptism and wider Christian life or thought.

- Use at least **5** scholarly sources (dictionary definitions do not count as sources). Your 5 sources should include at least one encyclopedia/dictionary article, one book, and one web page (which could include an online journal article).
- Related learning outcome(s): #1 and #2.
- **Assignment Length:** 6 pages. **Due date:** June 11, 2021.

5. *Discipleship Project: Reflection and Response.*

- Choose a contemporary issue related to peacemaking and discipleship (a list will be provided under the Lesson “Discipleship Project Options”; any other topics should be cleared by the instructor).
- **Research:** explore the issue from the perspective of core Anabaptist convictions read in Murray and discussed in class – which one(s) speak to the issues at hand?
- The following **primary sources** should be explored. Look for the applicable section(s) for your project:
 - [The Schleithem Confession \(The Seven Articles, 1527\)](#)
 - [The Dordrecht Confession \(1632\)](#)
 - The [Mennonite Brethren Confession of Faith \(1999\)](#), including [Commentary and Pastoral Application](#) articles.
 - [The International Community of Mennonite Brethren \(ICOMB\) Confession of Faith \(2004\)](#)
 - If you are from a different Anabaptist/Mennonite community, include that group’s confession of faith.
- **Reflect:** how do these convictions interact with or speak to the issue at hand?
 - Consider what new insights, practices, challenges or tensions do these Anabaptist convictions bring to the issue?
- **Respond:** develop a thoughtful response to this issue that embodies Anabaptist convictions and postures, within a discipleship setting of your choice.
 - possible discipleship settings: mentoring a peer, working with a family or group of families, working with one’s own family (e.g., as parent or grandparent), working with a victim/survivor of harm, working with a church leadership body, developing a ministry team.
- **Write:** the project can be presented in a number of written formats: essay, a personal monologue, a dialogue or larger conversation (suggesting a community hermeneutic), involving one or more invented and/or historical characters (e.g., you and someone you’re mentoring; you and Felix Manz; or maybe all three of you having coffee).
 - **Acknowledging primary sources:** for an essay, use footnotes and bibliography. For a creative writing presentation, include a bibliography which lists which article(s) you read from each primary source; and it should be made clear from your writing which 1-2 sources were most influential for your reflection.
- Related learning outcome(s): #1, #3, and #5.
- **Assignment Length:** 5 pages for an essay or 1200 words for a creative piece; plus bibliography. **Due date:** June 17, 2021.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Pre-Module Reading	3.5 hrs	May 10 at 9am
2. Content Test	7 hrs	May 24
3. Book Summary and Reflection	23.5 hrs	June 3
4. Essay	20 hrs	June 11
5. Discipleship Project	15 hrs	June 17
Total =	99 hrs	

Assessment Rubrics

Assessment Rubrics will be available on Populi under the Lesson “G312/T312 Assessment Rubrics” by the first day of class.

Course Outline / Class Schedule**Monday May 10**

AM: Historical Overview: Christendom & reformation (16th century Anabaptist origins)

PM: Theological Themes: Scripture & community

Tuesday May 11

AM: Historical Overview: Persecution & survival (17th /18th centuries)

PM: Theological Themes: Peace & non-violence

Wednesday May 12

AM: Historical Overview: Establishment & identity (19th to mid 20th century)

PM: Theological Themes: Church & state

Thursday May 13

AM: Historical Overview: Engagement vs. assimilation (mid to late 20th century)

- chapel, 10:45-12:15

PM: Theological Themes: Discipleship & service

Friday May 14

AM: Historical Overview: Global connections & challenges (21st century)

PM: Theological Themes: Simplicity & spirituality

- First submissions of assignments will not be accepted after June 18, 2021.

Date	Revision Due
Monday, June 21	Resubmissions of <i>Content Test</i> (as necessary) Resubmissions of <i>Book Summary and Reflection</i> (as necessary)
Tuesday, June 22	Resubmissions of <i>Essay</i> (as necessary)
Wednesday, June 23	Resubmissions of <i>Discipleship Project</i> (as necessary)
Thursday, June 24	Secondary resubmissions (as necessary)
Friday, June 25	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after June 25, 2021.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Titles marked * are focused on Mennonite Brethren studies.

Titles marked ° are available online at archive.org/details/@jonisaak

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- *Also: a considerable library of over a hundred titles of primarily Mennonite Brethren studies have been digitized and are available at archive.org/details/@jonisaak.