



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.

 On Campus 'A' Live-Stream

March 6-10, 2023
Module D
Monday-Friday; 9am-4pm

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This course can fulfill one of the [Anabaptist Studies degree concentration](#) requirements.

“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 Goals

Course Description

This course provides an overview of 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 Anabaptist/Mennonite traditions 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 Anabaptist movements.
 - *Assessment:* Book Summary and Reflection, Essay



To demonstrate competency in *Contextual Awareness*, students will

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



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

Course Work

Required Readings

Murray, Stuart. *The Naked Anabaptist: The Bare Essentials of a Radical Faith*. 5th Anniversary [Expanded] Edition. Kitchener, ON: Herald, 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 of *The Naked Anabaptist* prior to the course. This should take about 3.5 hours. Indicate on Populi that the reading is complete; this is required to pass the course.

- **Due date:** March 6 at 9am.

2. *Content Test.*

On Populi, answer 25-30 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: #2.
- **Assignment length:** 90 minutes.
- **Due date:** March 17, 2023.

3. *Book Summary and Reflection.*

Read the remainder of Murray’s *The Naked Anabaptist* (affirm this on the assignment’s Title Page). For each of chapters 3-9, write a one-page reflection on the Core Conviction presented (a total of 7 pages; going slightly over one page per chapter is permissible; but the entire assignment must not be longer than 10 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 entry, reflect on the following general questions and then formulate a response. (You will probably not have the space to address each question for each chapter): what new insights about the Christian life does this chapter bring to 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?
- Give special attention to this question: 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, how was it shaped in you?
- In your response, you may want to focus on one or two key quotes from the chapter. Be sure to include specific footnote references to Murray’s book.
- **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., do not treat the book as an object over which one stands in judgement, but as a conversation partner with whom we engage respectfully and openly).

- Related learning outcome(s): #1, 4.
- **Assignment length:** 7-10 pages.
- **Due date:** March 24, 2023.

4. *Essay.*

Choose a topic from the list provided under the Lesson “Essay Topics” on Populi, or choose a person of significance to Anabaptist/Mennonite history (please confirm your choice of essay subject with the instructor before proceeding), and write a historical essay (9 pages, plus bibliography).

- If you choose 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.

- If you choose a *thematic historical study*, (e.g. Responses to War; Worship Music), define your *group / denomination* (e.g. Mennonite Brethren; unless you have a strong reason to study a different national body, focus on the Canadian stream of the denomination), and *time period* (generally, it should be from the beginnings of the denomination until the present). Explore how and why the activity/theme has shown continuity or change within the group, and how it has interacted with its context over time.
- For all papers, ensure the essay has a clear thesis. Your thesis should demonstrate some relationship between your chosen topic and at least one of the Anabaptist convictions as articulated in *The Naked Anabaptist*.
- The final portion of the essay (approx. 2 pages) should include an evaluation of the topic through the lens of one of the Anabaptist convictions as articulated in *The Naked Anabaptist*, and also some personal theological reflection on the topic's significance for contemporary Christian discipleship.
- Use at least **5** scholarly sources (dictionary definitions do not count as sources). Your five sources should include at least one encyclopedia/dictionary article, one book, and one web page (e.g. an online journal article).
- Related learning outcome(s): #1, 2, 3.
- **Assignment length:** 9 pages + bibliography.
- **Due date:** Thursday, April 6, 2023.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30.0 hrs	N/A
1. Pre-Module Reading	3.5 hrs	March 6 at 9am
2. Content Test	6.0 hrs	March 17
3. Book Summary and Reflection	23.5 hrs	March 24
4. Essay	31.5 hrs	April 6
Total =	94.5 hrs	

Assessment Rubrics

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

Class Schedule

Monday March 6

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

PM: Theological Themes: Scripture, Christ, & community

Tuesday March 7

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

PM: Theological Themes: Peace & non-violence

Wednesday March 8AM: Historical Overview: Establishment & identity (19th to mid 20th century)

PM: Theological Themes: Church-state relations

Thursday March 9AM: Historical Overview: Engagement vs. assimilation (mid to late 20th century)

- chapel, 10:50-12:20

PM: Theological Themes: Discipleship & mission

Friday March 10AM: Historical Overview: Global connections & challenges (21st century)

PM: Theological Themes: Simplicity & spirituality

- First submissions of assignments will not be accepted after **April 14, 2023**.

Date (Apr 17-20^{M-Th})	Revision Due
Monday, Apr 17	Resubmissions of <i>Content Test</i> (as necessary) Resubmissions of <i>Book Summary and Reflection</i> (as necessary)
Tuesday, Apr 18	Resubmissions of <i>Essay</i> (as necessary)
Wednesday, Apr 19	Secondary resubmissions (as necessary)
Thursday, Apr 20	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after **April 20, 2023**.

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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

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 more than 40% of the 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 40% or less.	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 College [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; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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 (archive.org/details/@jonisaak unless otherwise specified).

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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.