Master of Arts (Ministry) and Related Programs

PC762D
Denominational History (Baptist)

Semester 1, 2016

Malyon College
is an approved institution of the
Australian College of Theology

PC762D is offered by Malyon College as part of the Master of Arts (Ministry) and related programs, authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

**The Australian College of Theology**

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
(1) the Anglican Primate of Australian and the Dean of the ACT,
(2) the principals of 10 Anglican Theological Colleges,
(3) 21 persons elected by the House of Bishops of the General Synod,
(4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
(5) 5 graduates holding an ACT research degree,
(6) 5 graduates holding any other degree of the ACT.
UNIT DETAILS

Unit Description

The unit PC762D Denominational History and Distinctives (Baptist) is an advanced elective unit within the Department of Ministry and Practice, and is offered to students enrolled in the Master of Arts (Ministry) and related programs. It is a normal requirement for ordination within the Baptist Union of Queensland.

This unit is of particular importance to those who minister within the Baptist family of churches. Since their beginnings in the 17th century, Baptists have become a significant minority group in countries influenced by the British line of churches. This includes Australia where, according to the 2011 census, Baptists are now numerically the sixth most significant Christian denomination (after Roman Catholics, Anglicans, Uniting, Presbyterian and Reformed, and Eastern Orthodox). Pastors and leaders within Baptist churches need to be aware of their heritage, especially as this heritage has formulated the distinctive principles and praxis of the Baptist denominations. In addition to the basic knowledge component, pastors need to elicit pertinent principles of church conduct and leadership as a part of their practical frame of reference for pastoral ministry.

Credit Points

This unit is valued at 8 credit points.

Co- and Pre-Requisites

None.

Exclusions

None.

Unit Content

The unit comprises the following Modules:

Introduction

1. Definitions; overview of Baptist Principles

Baptist Beginnings, and the Development of English Baptists

2. Theories of Baptist origins; 17th century historical background
3. 17th century: General and Particular Baptist origins; the name “Baptist”
4. 17th and 18th centuries: Baptist associations; “creeds” and “confessions”; the struggle for religious liberty; emergence of Baptist Principles
5. 18th century: Baptist decline and restoration
6. 19th century: Carey and missions
7. 19th century: Spurgeon, Clifford and the Baptist Union
**Unit Outcomes**

“Upon the successful completion of this unit, students should be able to evaluate the contributions of the major people and issues involved in the development of the chosen denomination, with a view to a better understanding of the contemporary church’s situation; analyse the historical factors which have contributed to the denomination’s doctrine and praxis; attain good facility in the study of primary historical documents; and evaluate historically principles of church conduct and leadership, and to indicate their appropriate application to the contemporary church” (ACT’s *Graduate and Postgraduate Handbook*, p 284).

Relating these outcomes specifically to the Baptist denomination, upon the successful completion of PC762D Denominational History (Baptist) students should be able to:

1. review and critically evaluate the contributions of the major people and issues involved in the development of the Baptist denominations, with a view to a better understanding of the contemporary church’s situation;
2. identify and analyse the historical factors which have contributed to contemporary Baptist doctrine and praxis;
3. attain good facility in the study of the primary historical documents of the Baptist heritage, with specialised study of some significant texts;
4. identify and evaluate principles of Baptist ecclesiology, governance and practice, and indicate their appropriate application to contemporary Baptist churches.

**Workload Requirement**

As a 700-level, 8 credit point unit, an average of 15 hours per week of home study and assignment work is envisaged, spread over the 13 weeks of Malyon’s academic semester.
**Reading Requirement**

**ALL** students are expected read **ALL** of the Module Learning Guides and primary source readings for Modules 1 to 13, as posted on the Moodle page, during the course of the semester. It would make sense to read the primary sources in conjunction with the Module Learning Guide for each particular week.

**Learning Guides**

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

**Assessment Requirements**

All students must complete the following assessment requirements:

1. Weekly forum postings (compulsory; no mark value)
2. Document study (20%)
3. Comparative study of two Baptist confessional statements (20%)
4. Major essay (60%)

*Intensive students will be expected to attend all lectures; while the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for intensive students, forum participation is compulsory for distance students.*

**Students who fail to attend lectures or complete forum posts satisfactorily may be failed.**

**Required Resources**

You will need to make regular and thorough use of BOTH the notes AND the primary source documents – these are posted on the Moodle page for this unit. **NOTE that the content (though not the assessment) for this unit is identical to CH759D, and that you will need to access this content under the MA (Theology) units on the Moodle page, under the link labelled “CH759/PC762 Denominational History (Baptist).”** Having a single Moodle page enables us to keep the two cohorts together, with joint forums and so on.

Although there is no specific textbook required, in order to complete the unit successfully you will benefit greatly from access to the following key resources (Bebbington, Leonard and McBeth cover much the same ground, though from differing perspectives):

**General Baptist History**


Australian Baptist History


Queensland Baptist History


You will, of course, need to consult the literature much more widely for the completion of the written tasks (see the “Recommended Readings” at the end of this Unit Guide). Additionally, further learning resources are made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

General comments

I am very conscious of the challenges of studying by “online” mode. So I invite you to be in touch with me at any stage during the semester if there is anything I can do to help facilitate your study. My direct contact details are on page 8 below, but please feel free also to use the online “Class Forum” on the Moodle page. Please don’t forget to visit the CH759D Moodle page regularly – and remember that your weekly posting to the specific Module’s forum is compulsory.
The PC762D unit has been designed to be studied in 13 weekly modules, to correspond with the 13 weeks of the academic semester. Three “study weeks” are also built into this structure. As an online student, there may be weeks in which you are able to cover more than the required material, but your circumstances may prevent you from doing much (or any) work in other weeks. For the first semester 2016, you should stay in touch with the following schedule:

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 Feb</td>
<td>Definitions; Overview of Baptist Principles</td>
</tr>
<tr>
<td>2</td>
<td>22 Feb</td>
<td>Theories of Baptist origins; 17th century historical background</td>
</tr>
<tr>
<td>3</td>
<td>29 Feb</td>
<td>17th century: General and Particular Baptist origins; the name “Baptist”</td>
</tr>
<tr>
<td>4</td>
<td>7 Mar</td>
<td>17th and 18th centuries: Baptist associations; “creeds” and “confessions”; the struggle for religious liberty; emergence of Baptist Principles</td>
</tr>
<tr>
<td>5</td>
<td>14 Mar</td>
<td>18th century: Baptist decline and restoration</td>
</tr>
<tr>
<td>6</td>
<td>21 Mar</td>
<td>19th century: Carey and missions</td>
</tr>
<tr>
<td>28 Mar</td>
<td></td>
<td>STUDY WEEK 1</td>
</tr>
<tr>
<td>4 Apr</td>
<td></td>
<td>STUDY WEEK 2</td>
</tr>
<tr>
<td>7</td>
<td>11 Apr</td>
<td>19th century: Spurgeon, Clifford and the Baptist Union</td>
</tr>
<tr>
<td>8</td>
<td>18 Apr</td>
<td>Baptist expansion: North America</td>
</tr>
<tr>
<td>9</td>
<td>25 Apr</td>
<td>Baptist expansion: Europe</td>
</tr>
<tr>
<td>10</td>
<td>2 May</td>
<td>20th century global Baptist development</td>
</tr>
<tr>
<td>11</td>
<td>9 May</td>
<td>Origins and development of Australian Baptists</td>
</tr>
<tr>
<td>12</td>
<td>16 May</td>
<td>Baptists in Queensland</td>
</tr>
<tr>
<td>13</td>
<td>23 May</td>
<td>Issues facing Baptists in the 21st century</td>
</tr>
<tr>
<td>30 May</td>
<td></td>
<td>STUDY WEEK 3</td>
</tr>
</tbody>
</table>
**UNIT LECTURER AND PREPARERS**

**Lecturer**

The unit PC762D Denominational History and Distinctives (Baptist) is taught by Rev Dr Donald L Morcom.

“D” (his initial, as he prefers to be known) was born in Brisbane but spent most of his childhood and youth and much of his adulthood in South Africa, where his parents served as missionaries. He has been a passionate Christ-follower for as long as he can remember. His professional background was in the printing industry and in Christian publishing. He studied at the Baptist Theological College of Southern Africa (LThHons) and at the University of South Africa (BA). After serving as pastor of two Baptist churches in the Johannesburg area, he studied at the Southern Baptist Theological Seminary in Louisville, Kentucky in the United States (MDiv, PhD). He was then appointed lecturer and later Principal of the Baptist Theological College in Johannesburg, where he taught for thirteen and a half years. He and his family returned to Australia in 2002. After three years of pastoral ministry he was appointed to Malyon College at the beginning of 2005, where he presently serves as lecturer, focussing particularly on Church History (including Baptist History) and Greek New Testament exegesis. He is a member of Bridgeman Community Baptist Church.

D is married to Jackie, and they have three married children (Michelle, Bryan and Joanne), four grandchildren (so far!) and an energetic golden Labrador.

Contact details:
- Office number (07) 3354 5656
- E-mail d.morcom@malyon.edu.au

**Preparer/s**

The material in this unit has had a long history! Rev Dr Stan Nickerson (previously the Principal of Queensland Baptist College of Ministries) and Dr Les Ball (previously lecturer and Academic Dean) wrote earlier editions of the notes. The present revision is the work of Dr Anne Klose (Modules 7-13) and me (D Morcom) (Modules 1-6).
UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The College requirements for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current Assignment Style and Writing Guides are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The Assignment Style Guide contains details of the protocols to be followed in respect of the due date.

4. With respect to length, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the List of References, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

6. The failure to adhere to the stipulated assessment format requirements will be penalized as follows:
   a. Body of assignment:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
Grade Criteria

Candidates in Masters courses will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgements appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

Guidelines pertinent to each grade listed above are as follows:

**Pass** – The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline as that intersects with the topic, and an ability to critically evaluate a range of scholarly viewpoints.

**Credit** – The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of evaluating and assessing empathically a range of scholarly points of view, and evidences ability to arrive at genuinely independent scholarly judgments in a select area of study.

**Distinction** – The candidate demonstrates superior ability in the analysis and critique of primary sources and ideas in dialogue with a wide range of scholarly points of view reporting these empathically, to the extent that genuinely independent scholarly judgments are beginning to emerge in a select area of study.

**High Distinction** – The candidate demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas, and evidences genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study.

The learning outcomes of MA essays differ from the outcomes expected in the higher research degrees in that the following are **not** expected in MA essays:

(a) Advanced critical or synthesising ability,
(b) A comprehensive and penetrating assessment of scholarly literature,
(c) The sustaining of extended and sophisticated argument, and
(d) The emergence of a creative or original contribution.

A 50% average over all the items of assessment is needed to pass the unit. All compulsory items of assessment must be submitted for an overall pass to be achieved.
**Requirement 1: Weekly Forum Postings (Compulsory for Online Students)**

At the end of each Module Learning Guide for this unit, all thirteen of them, you will see a weekly journal forum, with a question or questions to be reflected upon and discussed. For each of these, please post on the relevant forum a **brief** but **meaningful** response not later than the Monday of the following week. (So, for example, your forum posting for Module 1 is due not later than Monday 22 February 2016, and so on). There is no mark value attached to these forum postings, but for online students they are a compulsory component of the assessment, and are intended to make up in some way for the fact that you do not have the benefit of the classroom experience.

There is no formal word length for these forum postings; by **brief** I mean a paragraph or two, and by **meaningful** I mean that I want to see evidence that you have given at least some serious thought to the issues raised. Ideally, your response will contain a personal element: for example, how is the topic or question relevant to your own personal faith development, what new understanding have you gained, or how might you apply what you have learned to your present situation (ministry or otherwise)? No formal “research” is required beyond a considered engagement with the material contained in each Module; similarly no List of References or technical formatting is required. I do hope that you’ll also interact with the contributions made by other students.

**Length:** “Brief” as defined above  
**References:** None required  
**Due:** A forum posting on Moodle not later than the Monday of the week following each Module  
**Mark allocation:** None, but “meaningful” reflection on all thirteen forum topics/questions is compulsory
Requirement 2: Document Study (1500 words; 20%)  

By means of a careful study of the primary source documents posted on this unit’s Moodle page for any ONE Module of the unit (see notes below!), critically discuss the nature, causes and implications of the historical and theological developments within the Baptist movement which are illustrated by these documents, and provide a critical reflection on the implications of these developments for contemporary Baptists in the Queensland setting (or other Baptist setting if you do not live in Queensland)."

PLEASE NOTE CAREFULLY:

1. Exclusions from the choice above:
   a. Modules 1, 2, 11, 12 and 13
   b. If you choose Module 4, please omit “The Second London Confession” (1677) and the “Orthodox Creed” (1678) – these two documents constitute the primary source material for the third assessment requirement (see on Requirement 3).
   c. The Modules with fewer primary source documents are not necessarily “easier” than those with more.

2. I am well aware of the fact that the word limits for this item of assessment are extremely tight. So your goal, having analysed your set of documents, should be to produce a synthetic overview of the main developments represented in these documents, with appropriate reference to the documents themselves. Please read the key assessment criteria below in light of this note.

3. ALL students are expected to have completed ALL of the primary source readings for Modules 1-13, as posted on the Moodle page, through the course of the semester. It would make sense to read them weekly in conjunction with the relevant Module.

The key assessment criteria for this requirement are as follows:

   1. The focus is on the text of documents themselves.
   2. The set of documents is properly located in their historical context.
   3. The main themes and argument of the documents are empathetically reported and understood, analysed and critiqued; unfamiliar ideas and concepts are explained.
   4. The entire set of documents receives adequate coverage.
   5. The document study is structured in a logical and orderly manner, and reaches appropriately substantiated conclusions.
   6. Application: the student derives appropriate lessons from the content of the assigned document and applies these lessons to contemporary Baptist ministry in the Australian setting.
   7. The list of references is indicative of appropriate research.
   8. Requirements for the writing of assignments have been adhered to.

Length: 1500 words

References: the primary source documents are to be the focus; other secondary sources as appropriate to set the context adequately

Due: Friday 1 April 2016 via electronic submission on Moodle

Mark allocation: 20%
Requirement 3: Comparative Confessional Study (1500 words; 20%)

The “Second London Confession” (1677) and the “Orthodox Creed” (1678) were of foundational importance to Particular Baptists and General Baptists respectively. Examine the content and role of these documents in their historical context, and critically discuss the role that confessional or even creedal statements should play in defining statements of faith for Baptist Unions and churches in the increasingly post-denominational twenty-first century.

NOTE: You will find the text of both the Second London Confession of 1677 and the Orthodox Creed of 1678 posted on the Moodle page at the end of the primary source documents for Module 4.

The key assessment criteria for this requirement are as follows:

1. There is clear evidence of a careful study of the two source statements, and sustained and relevant reference to them; the statements are properly named, referenced and set in context.
2. The main themes and argument of the two statements are empathetically reported and understood, analysed and critiqued; unfamiliar ideas and concepts are explained; in particular, the comparisons and contrasts between them are understood and explained, and their purpose and role in their historical context is examined.
3. Within the limits of space, both documents receive thorough, even coverage.
4. The document analysis is structured in a logical and orderly manner, and reaches appropriately substantiated conclusions.
5. Application: the student derives appropriate lessons from the content of the assigned statements and applies these lessons to contemporary ministry; in particular, the question of the desirability of confessional statements and even creeds in a Baptist setting is addressed.
6. The list of references is indicative of appropriate research.
7. Requirements for the writing of assignments have been adhered to.

Length: 1500 words

References: the primary source confessional statements are to be the focus; other secondary sources as appropriate to set the context adequately and to discuss the issue of confessions and creeds in Baptist settings

Due: Friday 22 April 2016 via electronic submission on Moodle

Mark allocation: 20%
Recently New Zealand Baptists, in connection with making two new staff appointments, made the following statement: “We [NZ Baptists] recognized that we can be hampered by an ecclesiology which can be shaped more by our beginnings emerging from the Anabaptists than by the New Testament values of the different parts of the body enhancing each other’s ministry as described in Ephesians 4:16.” (Baptist Connect, BWA, September 2009).

Discuss the significance and virtue of this statement in the light of your knowledge of Baptist history and principles, with particular reference to the current situation among Queensland Baptists (or other Baptist setting if you do not live in Queensland).

SPECIAL NOTE: Two previous students, Troy Urlichs and Scott Pasley, did some extra research on the context of the New Zealand Baptist statement quoted above. I’ve posted their findings on the Moodle page under General Resources: “The NZ Baptists’ Statement,” to provide further background information for you in completing this assessment item.

The key assessment criteria for this requirement are as follows:

1. Topic: the student understands what is required, identifies critical issues and remains focussed on the topic.
2. There is clear evidence of the ability to understand the argument of, report empathetically on and critically evaluate both primary and secondary sources, especially the statement included in the topic.
3. Argument: the student formulates an appropriate hypothesis, structures and argues the essay in a logical manner and organises the material accordingly, and reaches well-substantiated conclusions.
4. Primary sources: relevant primary sources are selected, identified, analysed and quoted as appropriate.
5. Application: the student draws appropriate lessons from the substance of the essay and applies these lessons to contemporary ministry.
6. The list of references is indicative of appropriate research.
7. Requirements for the writing of assignments have been adhered to.

Length: 5000 words

References: At least twenty quality secondary resources including journal articles where possible; primary sources as appropriate; practical data from your specific setting where possible

Due: Friday 10 June 2016 via electronic submission on Moodle

Mark allocation: 60%
**UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES**

*Developing Christians of Influence*

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

*(Jeremiah 3:15)*

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. is self-aware and maintains self-care</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. seeks and builds healthy relationships</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
<td></td>
<td>✓</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. knows and trusts the Bible</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. understands the context of diverse theological ideas</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
<td></td>
<td>✓</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. is able to have a godly influence over others</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. possesses skills needed for chosen ministry path</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. is able to work with and lead a team</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
<td>✓</td>
<td></td>
<td></td>
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</tbody>
</table>

1. A major thrust of this unit  
2. A contribution that this unit should make  
3. A possible function of this unit, but not targeted  
4. An unlikely product of this unit

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
**RECOMMENDED READINGS**

**Key Resources**

The following five works are the current “go to” resources for Baptist history and heritage. Bebbington, Leonard and McBeth provide global historical surveys (Bebbington from a British perspective, and Leonard and McBeth from a North American viewpoint). Manley has written the standard history of Australian Baptists, and Parker’s work is the standard history of Queensland Baptists.


**Primary Source Material**

The following works are collections of primary source documents relating to Baptist history and heritage.


Secondary Sources

The following list of references represents a brief and accessible selection of the mass of secondary material available on Baptist history and heritage. It contains works pertinent to the Baptist movement internationally, in Australia, and in the state of Queensland.


### Journals

You are referred particularly to pertinent articles in the following journals:

*Baptist History and Heritage* (US – Baptist History and Heritage Society)

*The Baptist Quarterly* (British – Baptist Historical Society)

*Journal of European Baptist Studies* (International Baptist Theological Seminary, Prague)
  [http://www.ibts.eu/research/jebs](http://www.ibts.eu/research/jebs)

*The Pacific Journal of Baptist Research* (New Zealand)

### Internet Resources

Here are a number of useful websites for Baptist studies:

“Australian Baptist Ministries” (Baptist Union of Australia) [http://www.baptist.org.au/](http://www.baptist.org.au/)

“Baptist Distinctives” [http://baptistdistinctives.org/articles_list.shtml](http://baptistdistinctives.org/articles_list.shtml)


“Baptist History and Thought” [http://baptisthistoryandthought.wordpress.com/](http://baptisthistoryandthought.wordpress.com/)


**ACT POLICIES AND PROCEDURES**

**Key Policies**

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

**Accessing Documents**

These and other policy documents are publicly available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.*