Master of Arts (Theology) and Related Programs

CH759D (6cp)
Denominational History (Baptist)

Semester 1, 2017

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

CH759D is offered by Malyon College as part of the Master of Arts (Theology) and related programs, authorised for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
Malyon College

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.
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**UNIT DETAILS**

**Unit Description**

The unit CH759D Denominational History and Distinctives (Baptist) is an advanced elective unit within the Department of Church History, 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 lead/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).

This unit also fulfils Malyon’s commitment to **Developing Christians of Influence**. Such Christians have a thorough knowledge of the Bible and are able to apply appropriate exegetical and hermeneutical principles to their reading of it. They are also theologically and historically aware, with a systematic grasp on the overarching story of God’s redemptive plan and their place in it. On this basis, and engaging with appropriate cultural sources, they are able to reflect theologically on contemporary situations, beliefs and practices, and to plan and implement appropriate responses to these.

This unit focuses on the rich heritage of the Baptist family of denominations. It explores how Baptists, since the 17th century, have sought to apply Scripture to their beliefs and practices, and to build awareness of the historical issues which have contributed, for better or worse, to the development of these. A knowledge of our rich Baptist heritage not only grounds our identity in such beliefs and practices, but also enables informed and practical theological reflection on our own engagement with these in the context in 21st century Australia.

**Credit Points**

This unit is valued at **6 credit points**. If you are undertaking this unit for 4 credit points please see relevant Unit Guide.

**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

## Baptists Beyond England
8. Baptist Expansion: North America
9. Baptist Expansion: Europe
10. 20th century global Baptist development

## Baptists in Australia
11. Origins and development of Australian Baptists
12. Baptists in Queensland

## Baptists in the 21st Century
13. Issues facing Baptists in the 21st century

# Unit Outcomes

### Purpose:

This unit contributes to the professional and vocational development of graduate students by providing a setting in which to synthesise previous knowledge and understanding with specialised study of the development of their denomination with a view to critical analysis of current ecclesial practices and responses to current socio-religious conditions.

### Teaching Aims:

Denominational history and distinctives play an important role in determining “traditions” which may, without specialised historical and theological understanding and analysis, either be unhelpfully reified or abandoned without due consideration. The unit examines the wide range of historical contexts, conditions and characters which have contributed to current thought and practice in the denomination. It will provide opportunities to analyse, assess and shape responses to these patterns in leading contemporary churches. Relating these outcomes specifically to the Baptist denomination, upon the successful completion of CH759D Denominational History (Baptist) students should...
Know and understand:

- A1 The significant historical and ecclesial contexts and people which have shaped the history of the Baptist denomination
- A2 The beliefs and practices which have developed over the course of the Baptist denomination’s history
- A3 The key aspects of Baptist denominational identity

Be able to:

- B1 Analyse key primary source material relating to Baptist history
- B2 Interpret theological and ecclesial Baptist developments in relation to their historical context
- B3 Critically reflect upon the dis/continuities in belief and praxis between historical and contemporary Baptist faith communities

Be in a position to:

- C1 Continue to evaluate and communicate beliefs which are critically informed by the Baptist denomination’s historical emphases
- C2 Shape ecclesial practices on the basis of Baptist history and emphases with a view to contemporary perspectives

**Workload Requirement**

As a 700-level, 6 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 (30%)
3. Major essay (70%)

*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 will 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.

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 11 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.
Lecture Schedule

The CH759D 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 2017, 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>13 Feb</td>
<td>Definitions; Overview of Baptist Principles</td>
</tr>
<tr>
<td>2</td>
<td>20 Feb</td>
<td>Theories of Baptist origins; 17th century historical background</td>
</tr>
<tr>
<td>3</td>
<td>27 Feb</td>
<td>17th century: General and Particular Baptist origins; the name “Baptist”</td>
</tr>
<tr>
<td>4</td>
<td>6 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>13 Mar</td>
<td>18th century: Baptist decline and restoration</td>
</tr>
<tr>
<td>6</td>
<td>20 Mar</td>
<td>19th century: Carey and missions</td>
</tr>
<tr>
<td>7</td>
<td>27 Mar</td>
<td>19th century: Spurgeon, Clifford and the Baptist Union</td>
</tr>
<tr>
<td>3 Apr</td>
<td>STUDY WEEK 1</td>
<td></td>
</tr>
<tr>
<td>10 Apr</td>
<td>STUDY WEEK 2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>17 Apr</td>
<td>Baptist expansion: North America</td>
</tr>
<tr>
<td>9</td>
<td>24 Apr</td>
<td>Baptist expansion: Europe</td>
</tr>
<tr>
<td>10</td>
<td>1 May</td>
<td>20th century global Baptist development</td>
</tr>
<tr>
<td>11</td>
<td>8 May</td>
<td>Origins and development of Australian Baptists</td>
</tr>
<tr>
<td>12</td>
<td>15 May</td>
<td>Baptists in Queensland</td>
</tr>
<tr>
<td>13</td>
<td>22 May</td>
<td>Issues facing Baptists in the 21st century</td>
</tr>
<tr>
<td>29 May</td>
<td>STUDY WEEK 3</td>
<td></td>
</tr>
</tbody>
</table>
The unit CH759D Denominational History and Distinctives (Baptist) is taught by Dr Anne Klose.

Anne was born in the UK but arrived in Australia with her family in time to finish her schooling in Brisbane. Her father was an Anglican priest and, whilst appreciating this rich grounding in the Christian life, Anne came to faith at an SU high school camp and has been a committed Baptist ever since. She studied psychology at UQ and practised as a counselling psychologist for 15 years, before becoming involved in supporting theological college students in their spiritual and personal formation. Anne then undertook her own theological studies in an ecumenical context which heightened her interest in all things Baptist and led to her PhD studies at UQ in Practical Theology. The title of her thesis was “Joint and Mutual Covenantal Priesthood: A Narrative of Community for Australian Baptist Churches”, and it drew together resources from Scripture, Baptist church history and the social sciences to explore the nature of church community and how this might be further developed. Anne is currently a member of the QB Board. She and husband Peter attend Gateway Baptist Church and have two married sons and a growing number of grandchildren.

E: anne.klose@malyon.edu.au  M: 0409 630 689

Preparers

The material in this unit has 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 D Morcom (Modules 1-6) and Anne Klose Modules (Modules 7-13) with additional input from David Parker (Modules 11 and 12).
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.*
ASSESSMENT REQUIREMENTS

**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 20 February 2017, 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 (2500 words; 30%)

a. 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 (Modules 3 to 10 only – 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. (2000 words)

b. 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). (500 words)

PLEASE NOTE CAREFULLY:

1. Please choose one module from Modules 3-10 only.
2. Where there are more than 6 documents listed as resources for the module please choose which 6 documents you will work with
3. Please see the guide provided on the Moodle page for this unit entitled “Your Guide to Writing a Document Study”.
4. 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 (maximum of 6 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: 2500 words

References: the primary source documents are to be the focus; other secondary sources as appropriate to set the context adequately. See “How to write a Document Study” for referencing protocols.

Due: Friday 7 April 2017 via electronic submission on Moodle

Mark allocation: 30%
In *On Being the Church*, Brian Haymes, Ruth Gouldbourne and Anthony Cross (2008, 88) argue that

...the separation of baptism from membership which we now experience all too often developed over a long period and in various ways; in part through a growing individualism, shaped by revivalism, which located Christian discipleship more within the individual’s decision. A consequence of this way of thinking was to regard commitment to a local congregation as itself a choice, rather than inherent within the meaning of baptism, in part through the shift in the understanding of baptism towards being simply and only a witness to personal faith, with little or nothing to do with identity with the body of Christ. More recently the growth in ecumenical awareness has led to a greater awareness of the church as more than the local, and has in turn led to a diminishment in the perceived importance of committed participation in the local congregation.

a. Discuss the validity and significance 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). (5000 words)

b. Outline the specific practices regarding baptism and membership in a particular Baptist church and indicate how these might be reshaped (in teaching and praxis) to more fully reflect historical Baptist principles. (500 words)

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:** 5500 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 9 June 2017 via electronic submission on Moodle

**Mark allocation:** 70%
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)

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.

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

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

<table>
<thead>
<tr>
<th>Graduate Attribute 3: Ministry Maturity – <em>Knowledgeable and wise shepherds</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. is able to have a godly influence over others</td>
</tr>
<tr>
<td>b. possesses skills needed for chosen ministry path</td>
</tr>
<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
</tr>
<tr>
<td>d. is able to work with and lead a team</td>
</tr>
<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
</tr>
</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
**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. These may be accessed through our college EBSCO catalog.

*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/jibs

The Pacific Journal of Baptist Research (New Zealand)
http://baptistlife.org.nz/site/topics/show/26-pacific-journal-of-baptist-research

**Internet Resources**

Here are a number of useful websites for Baptist studies:

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

“Baptist Distinctives” http://baptistdistinctives.org/articles_list.shtml


“Baptist History and Thought” http://baptisthistoryandthought.wordpress.com/

“Baptist World Alliance Heritage and Identity Commission”
http://www.bwa-baptist-heritage.org/hst.htm

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 publically 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.