



Master of Arts (Theology) and Related Programs

CH759-6D

**Baptist History: Our Heritage
and its Contemporary
Significance**

Semester 1 2019

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

CH759 is offered by Malyon Theological College as part of the Master of Arts (Theology),
Master of Arts (Ministry) and Related Programs.

This unit is an accredited award of the Australian College of Theology (ACT) and is
authorized for distance and contact delivery by Malyon Theological College.

MALYON THEOLOGICAL 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 Australia 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 CH759D Baptist History: Our Heritage and its Contemporary Significance 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 2016 census, Baptists are numerically the sixth most significant Christian denomination.

This unit also fulfils Malyon's commitment to **form faithful image bearers of Christ who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.** In particular, we will be journeying with those who, as Baptists, have sought to fulfil just this kind of vision in their own historical, social and ecclesial contexts. They have much to teach us.

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 in 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.

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. Baptist principles: 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

This unit will generally require about 15 hours per week over fifteen weeks. This generally averages out as follows:

Distance students:

- a. Home study (including compulsory weekly forum posts) – 7 hours per week
- b. Assessments – 8 hours per week.

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 CH759 Moodle page for guidance through their studies for the semester.

Assessment Requirements

The student shall complete the following assessment requirements:

1. Document Study (40%)
2. Major Essay (60%)

Other Requirements

Contact students are 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 on-campus students, **forum participation is compulsory for distance students.**

At the end of each Module Learning Guide for this unit 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 response no more than two weeks after the date of the module. (So, for example, your forum posting for Module 1 is due not later than Monday 25 February 2019, 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.

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. Please interact with the contributions made by other students.

Length: 250 words each

References: None required

Due: Not later than the Monday two weeks following each Module, **last post due 7 Jun 2019**

Mark allocation: None, but an appropriate level of reflection on all thirteen forum topics/questions is compulsory

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, Holmes, Leonard and McBeth cover much the same ground, though from differing perspectives):

General Baptist History

Bebbington, David W. 2010. *Baptists Through the Centuries: A History of a Global People*. Waco: Baylor University Press.

OR (both editions are available from the Malyon Library)

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

Holmes, Stephen R. 2012. *Baptist Theology*. T & T Clark International (**available from the Malyon library as an electronic resource**).

Leonard, Bill J. 2003. *Baptist Ways: A History*. Valley Forge: Judson Press.

McBeth, H Leon. 1987. *The Baptist Heritage*. Nashville: Broadman.

Australian Baptist History

Hughes, Philip J., and Darren Cronshaw. 2013. *Baptists in Australia: A Church with a Heritage and a Future*. Nunawading, VIC: Christian Research Association.

Manley, Ken R. 2006. *From Woolloomooloo to 'Eternity': A History of Australian Baptists*. 2 volumes. Milton Keynes: Paternoster.

Queensland Baptist History

Parker, D (ed). 2005. *Pressing On with the Gospel: The Story of Baptists in Queensland 1855-2005*. Brisbane: Baptist Historical Society of Queensland.

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.

Lecture Schedule

Module	Date	Topic/s
1	11 Feb	Definitions; Overview of Baptist Principles
2	18 Feb	Theories of Baptist origins; 17 th century historical background
3	25 Feb	17 th century: General and Particular Baptist origins; the name "Baptist"
4	4 Mar	17 th and 18 th centuries: Baptist associations; "creeds" and "confessions"; the struggle for religious liberty; emergence of Baptist Principles
5	11 Mar	18 th century: Baptist decline and restoration
6	18 Mar	19 th century: Carey and missions
7	25 Mar	19 th century: Spurgeon, Clifford and the Baptist Union
8	1 Apr	
	8 Apr	STUDY WEEK 1
	15 Apr	STUDY WEEK 2
9	22 Apr	Baptist expansion: Europe
10	29 Apr	20 th century global Baptist development
11	6 May	Origins and development of Australian Baptists
12	13 May	Baptists in Queensland
13	20 May	Baptist principles: issues facing Baptists in the 21 st century
	27 May	STUDY WEEK 3

UNIT LECTURERS AND PREPARERS

Lecturer



The unit CH759D Denominational History and Distinctives (Baptist) is taught by Dr Anne Klose (BA (Hons Psych), MTh, PhD - Practical Theology).

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 has been involved in various forms of ministry, including worship, eldership and mentoring, and is currently a member of the Board of Queensland Baptists. She and husband Peter attend Gateway Baptist Church and have two married sons and a growing number of grandchildren.

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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 Rev Dr D Morcom and Dr Anne Klose, 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 **Student Assignment Guide** is available to all students on the Moodle site (under Student Resources); 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. **Late submission** policy: Unless an extension has been granted, the late submission of an item will incur a penalty of 3% of the total possible marks for that item per calendar day up to 14 days late. Where an extension has not been granted, an item submitted after 14 days late will be awarded a mark of zero. To request an extension please see "Request an Extension of Time..." under Student Resources on Moodle. **See the Student Assignment Guide.**
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 10% of the total possible marks** if their work is over the word limit and may be required to resubmit the assignment in terms of the stipulated word length. **See the Student Assignment Guide.**
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 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: Document Study (3000 words; 40%)

By means of a careful study of the primary source documents posted on this unit's Moodle page for any **ONE** Module (Modules 3 to 10 only – **see notes below!**) of the unit...

- a) 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) (1000 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 (and indicate clearly) which 6 documents you will work with**
3. Please see the guide provided on the Moodle page under "Assignment Resources" for this unit entitled "**How to Write 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 the historical context.
3. The main themes and argument of the documents are empathetically reported and understood, analysed, critiqued and synthesised; 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.

Length: 3000 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: Saturday 6 April 2019 via electronic submission on Moodle

Mark allocation: 40%

Requirement 2: Major Essay (4,500 words, 60%)

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.

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).

The relevant section from *On Being the Church* is available on the CH759 Moodle page under "Assignment Resources".

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: 4500 words

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

Due: Sat 1 June 2019 via electronic submission on Moodle

Mark allocation: 60%

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Malyon's Vision:

To form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.

	1.	2.	3.	4.
Graduate Attribute 1: Personal Formation – 'Shepherds with God's heart'				
a. Is secure in God, living in the truth and freedom of the gospel			✓	
b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines				✓
c. Intentionally plans for growth, being aware of personal strengths and weaknesses				✓
d. Grows spiritual, personal and relational health, especially through accountability			✓	
e. Is committed to influencing and serving others in the church and the world	✓			
Graduate Attribute 2: Theological Formation – 'Knowledge and understanding of God's heart'				
a. Understands the 'big story' of the Bible and the gospel			✓	
b. Is personally able to interpret and apply the Bible		✓		
c. Is formulating a biblical, historical and contemporary theology	✓			
d. Reflects biblically and theologically on life and practice		✓		
e. Is committed to communicating and demonstrating the gospel		✓		
Graduate Attribute 3: Ministry Formation – 'Knowledgeable and wise shepherds'				
a. Has a godly influence on others		✓		
b. Possesses the knowledge and skills needed for chosen ministry path	✓			
c. Ministers and communicates the gospel with clarity in a range of contexts		✓		
d. Works well in a team and intentionally does so				✓
e. Is committed to servant leadership and the mentoring of others	✓			
1. A major thrust of this unit 3. A possible function of this unit, but not targeted		2. A contribution that this unit should make 4. An unlikely product of this unit		

RECOMMENDED READINGS

Key Resources

The following six 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.

Bebbington, David W. 2010. *Baptists Through the Centuries: A History of a Global People*. Waco: Baylor University Press.

OR (both editions are available from the Malyon Library)

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

Holmes, Stephen R. 2012. *Baptist Theology*. T & T Clark International. **Available as e-book through Malyon Library.**

Hughes, Philip J., and Darren Cronshaw. 2013. *Baptists in Australia: A Church with a Heritage and a Future*. Nunawading, VIC: Christian Research Association.

Manley, Ken R. 2006. *From Woolloomooloo to ‘Eternity’: A History of Australian Baptists*. 2 volumes. Milton Keynes: Paternoster.

McBeth, H Leon. 1987. *The Baptist Heritage*. Nashville: Broadman.

Parker, D (ed). 2005. *Pressing On with the Gospel: The Story of Baptists in Queensland 1855-2005*. Brisbane: Baptist Historical Society of Queensland.

Primary Source Material

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

Brackney, William H (ed). 1998. *Baptist Life and Thought: A Source Book*. Revised edition. Valley Forge: Judson Press.

Houghton, S M (ed). 1975. *A Faith to Confess: The Baptist Confession of Faith of 1689*. London: Carey.

Leith, John H (ed). 1982. *Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present*. Atlanta: John Knox.

Lumpkin, William L, and Bill J Leonard (eds). 2011. *Baptist Confessions of Faith*. Second revised edition. Valley Forge: Judson Press.

McBeth, H Leon (ed). 1990. *A Sourcebook for Baptist Heritage*. Nashville: Broadman.

Pelikan, Jaroslav, and Margaret Hotchkiss (eds). 2003. *Creeds and Confessions of Faith in Christian Tradition*. Vol 2, Creeds and Confessions of the Reformation Era; and Vol 3, Statements of Faith in Modern Christianity. New Haven: Yale University Press.

Schaff, Philip (ed). 1966. *The Creeds of Christendom*. Volume 3. The Evangelical Protestant Creeds, with Translations. Grand Rapids: Baker.

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.

Ball, Les J. 2005. *Grow the Vision: The Sesquicentennial History of the City Tabernacle Baptist Church 1855-2005*. Brisbane: City Tabernacle Baptist Church.

Ball, Les J. 1994. *"Queensland Baptists in the Nineteenth Century: The Historical Development of a Denominational Identity."* Unpublished PhD thesis. St Lucia: University of Queensland.

The Baptist Union of Great Britain. 2005. *Gathering for Worship: Patterns and Prayers for the Community of Disciples*. Edited by Christopher J. Ellis and Myra Blyth. Norwich, UK: Canterbury Press.

Baptist Union of Victoria. "Reimagining Church Membership." Accessed 27 Jun, 2012. Available as PDF under "Covenant Membership." <http://www.buv.com.au/about-us/finance-administration/covenant-membership>

Baptist World Alliance. 2013. "Principles and Guidelines for Intra-Baptist Relationships." BWA. Accessed 12 May 2015. <https://www.bwanet.org/images/pdf/Intra-Baptist/spc-intra.pdf>

Barr, Beth Allison, Bill J. Leonard, Mikeal C. Parsons, and C. Douglas Weaver, eds. 2009. *The Acts of the Apostles: Four Centuries of Baptist Interpretation*. Waco, Tex: Baylor University Press.

Beasley-Murray, George R. 1962. *Baptism in the New Testament*. Milton Keynes, UK: Paternoster.

Beasley-Murray, Paul. 1992. *Radical Believers: The Baptist Way of Being the Church*. London: Baptist Union of Great Britain.

Bebbington, David W. 2010. *Baptists Through the Centuries: A History of a Global People*. Waco: Baylor University Press.

Bollen, J D. 1975. *Australian Baptists: A Religious Minority*. London: Baptist Historical Society.

Bowers, Faith. 2014. "Liberating Women for Baptist Ministry." *The Baptist Quarterly*, No. 8/45: 456-464.

Brackney, William H. 2009. *Historical Dictionary of the Baptists*. Revised edition. Lanham: Scarecrow Press.

Brackney, William H. 1994. *The Baptists*. Westport: Praeger.

- Brown, David. "Baptism and Church Membership: A Resource to Help Local Baptist Churches Work through the Issue," 2005. <http://admin.baptistnsw.asn.au/baptism-and-church-membersh.pdf>.
- Brown, Raymond. 1986. *The English Baptists of the Eighteenth Century*. London: Baptist Historical Society.
- Brown, Basil S. 1946. *Baptised into One Body: A Short History of the Baptist Union of Australia*. Melbourne: Baptist Union of Australia.
- Burgess, Walter H. 1911. *John Smith the Se-Baptist, Thomas Helwys, and the First Baptist Church in England*. Np: James Clarke.
- Burnish, Raymond. 1985. *The Meaning of Baptism: A Comparison of the Teaching and Practice of the Fourth Century with the Present Day*. Alcuin Club Collections. London: SPCK.
- Bush, L. Russ, and Tom J. Nettles. 1999. *Baptists and the Bible*. Nashville, TN: Broadman & Holman Publishers.
- Chatfield, Graeme (ed). 2005. *Leadership and Baptist Church Governance*. Australian Baptist Research Forum. Sydney: Morling Press.
- Chute, Dr Anthony L., Dr Nathan A. Finn, and Michael A. G. Haykin. 2015. *The Baptist Story: From English Sect to Global Movement*. B&H Academic. **Available as e-book**
- Clarke, Anthony, ed. *For the Sake of the Church: Essays in Honour of Paul S. Fiddes*. Oxford: Regent's Park College, 2014.
- Clement, A.S., ed. *Great Baptist Women*. London: Carey Kingsgate, 1955.
- Cross, Anthony R. "The Adoption of Believer's Baptism and Baptist Beginnings." 2010. In *Exploring Baptist Origins*, edited by Anthony R. Cross and Nicholas J. Wood. Centre for Baptist History and Heritage Studies. Oxford: Centre for Baptist History and Heritage.
- Cross, Anthony R. 2013. *Recovering the Evangelical Sacrament: Baptisma Semper Reformandum*. Eugene, OR: Pickwick Publications.
- Cross, Anthony R., and George R. Beasley-Murray. 2000. *Baptism and the Baptists: Theology and Practice in Twentieth-Century Britain*. First Edition edition. Carlisle England; Waynesboro, Ga.: Paternoster.
- Cross, Anthony R., and Philip E. Thompson, eds. 2003. *Baptist Sacramentalism*. Studies in Baptist History and Thought. Carlisle: Paternoster Press.
- Cross, Anthony R., and Philip E. Thompson, eds. 2008. *Baptist Sacramentalism 2*. Studies in Baptist History and Thought ; v. 25. Milton Keynes: Paternoster Press.
- Cross, Anthony R., and Ruth Gouldbourne, eds. 2011. *Questions of Identity: Studies in Honour of Brian Haymes*. Oxford: Regents Park College.
- Cross, Anthony R., Peter J. Morden, and Ian M. Randall, eds. 2015. *Pathways and Patterns in History: Essays on Baptists, Evangelicals, and the Modern World in Honour of David Bebbington*. London: Spurgeon's College.
- Cook, Henry. 1964. *What Baptists Stand For*. Fifth edition. London: Carey Kingsgate.
- Costello, Tim. 1998. *Streets of Hope: Finding God in St Kilda*. St Leonards: Allen & Unwin.

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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)
<http://baptisthistory.org.uk/>

The Baptist Quarterly (British – Baptist Historical Society)
<http://www.tandfonline.com/toc/ybaq20/current>

Journal of European Baptist Studies (International Baptist Theological Seminary, Prague) <http://www.ibts.eu/research/jebts>

The Pacific Journal of Baptist Research (New Zealand)
<http://www.baptistresearch.org.nz/the-pacific-journal-of-baptist-research.html>

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” <https://www.baptistdistinctives.org/resources/articles/>

“Baptist Heritage – Queensland” <http://www.dparker.net.au/bhsq.htm>

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

“Baptist World Alliance Heritage and Identity Commission” <http://bwa-baptist-heritage.org/>

“Queensland Baptists” <http://www.qb.com.au/>

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct 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.acttheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

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