

Baptist History, Doctrine, and Polity

EDEN

BP 501Z

Instructor of record: [Loyd D. Melton](#), Ph. D.
Elective: Three Credit Hours

Please be sure to read and familiarize yourself with ALL materials in this learning packet.

Welcome to the course, **Baptist History, Doctrine and Polity**. Although I cannot welcome you personally as I would on campus, I am available to discuss any aspect of this course through whatever communication medium is most convenient for you. I wish you well as you begin this course.



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All course materials must be purchased by the student prior to the drop date for the semester of enrollment for this course. Failure to purchase materials by this drop date will result in an automatic withdrawal from the course by action of the seminary Registrar. Please consult the latest edition of the seminary catalog for the drop dates for each semester. All course materials must be purchased by the student and cannot be borrowed or purchased from another student.

COURSE DESCRIPTION

This course deals with the distinctive theological emphases of the Baptist Church in the context of its historical development. In addition, Baptist government, worship and discipline are also considered.
(Catalog Description) Elective. Three hours.

COURSE PURPOSE

The purpose of this course is to introduce the student to the origins and history of Baptist churches in the world. The focus of the course will be upon

the Baptist story. Doctrine and polity will be considered in the context of how Baptist life developed historically.

LEARNING OUTCOMES

The Seminary's Mission Statement affirms: "The mission of Erskine Theological Seminary is to educate persons for service in the Christian church." A part of preparation for ministry in the world is the understanding of one's own tradition. This course in Baptist history enables the student (either Baptist or non-Baptist) to understand one part of the free-church tradition. Therefore, it is a direct expression of the Seminary's Mission Statement.

More specifically, by the end of this course, the student should be able to:

1. Describe the major theories of Baptist origins;
2. Outline the major events and describe the major persons of Baptist history from the seventeenth century to the present day;
3. Describe the major principles of Baptist polity;
4. Describe at least three different contemporary Baptist groups other than Southern Baptists that exist in the present day;
5. List key issues confronting Baptists (Southern Baptists in particular) today and begin to formalize responses to them from the student's perspective which has been influenced by a study of Baptist history;
6. List and describe major tools (books and periodicals) that are presently available and useful in the study of Baptist history;
7. Suggest creative ways that Baptist history can be taught in the local church.

REQUIRED COURSE TEXTBOOKS

You may be able to use Erskine Seminary's Virtual Bookstore at www.ecampus.com/erskine to order your textbooks for this course. Please click the "Shop by Course" link to see if the books required for this course are listed under the courses shown. If they are not available on ecampus, you may order them from other online book distributors.

Leon McBeth, *The Baptist Heritage: Four Centuries of Baptist Witness* (Nashville: Broadman, 1987)

RECOMMENDED READING

- Conner, W. T. *Christian Doctrine*. Nashville: Broadman Press, 1937.

- Hobbs, H. H. *The Baptist Faith and Message*. Nashville: Convention Press, 1987.
- McBeth, Leon. *A Sourcebook for Baptist Heritage*. Nashville: Broadman and Holman, 1990.

COURSE MATERIALS

All course materials (except required texts) are available to the student in the online classroom.

COURSE GRADING CRITERIA AND SCALE

The following grading scale, from the Seminary catalog is used to assign a numeric value to each completed assignment. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale recently adopted by the Seminary faculty:

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.
- C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.
- D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

100-95	A	85-84	C+	71-70	D-
94-93	A-	83-80	C		
92-91	B+	79-78	C-	69-0	F
90-88	B	77-76	D+		
87-86	B-	75-72	D		

FAQs

1. Please mail me hardcopy versions of your assignments. The address is listed on the first page of this syllabus.
2. All assignments should be clearly marked with name, assignment number and date. Failure to include this information will result in a returned assignment.

COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, "Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities." You will be provided with additional information concerning online classroom tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- High-speed access to the Internet

COURSE COMPONENTS

The purpose and objectives of this course will be achieved through six learning components.

The first is the **Lecture Component**. The student will demonstrate his/her mastery of the material by listening to the e-lectures.

The second is the **Reading Component**. The student will complete the reading of the required textbook (McBeth), maintain a Reading Log, and prepare a Summary Paper. Students will build on their e-lectures by completing the required reading and the Summary Paper.

The third is the **Collaborative Component**. The student will maintain an online journal in which he/she identifies ideas, thoughts, or reflections from course content. Your course grade is calculated based on your level of participation in the online journal as stipulated in this syllabus. Your participation must be done weekly and spread out over the length of the semester not crowded into the final weeks of the course.

The fourth is the **Research Component**. Here, the student will choose a topic from Baptist history (a person, an event, a Baptist confession of faith, etc.) and write a detailed description along with an assessment of why this person, event, etc. is important in the story of Baptists. A bibliography in the syllabus will point the student to some of the sources that are available for such research.

The fifth is the **Definition Component**. The student will write brief definitions to a list of important Baptist persons, events, concepts, and documents.

The sixth is the **Practical Component**. The student will devise a creative way to teach some aspect of Baptist history.

*These six components will provide a balanced learning experience for the thoughtful student. **The total hourly commitment for this course is expected to be approximately 120 hours.***

Please note: Successful completion of this distance learning course will require that you set your own schedule and discipline yourself to stay on the schedule. I recommend that you begin the course by listening to the lectures, write the required summaries of them, do the required reading (keeping notes as you read), maintain a Reading Log, prepare the Summary Paper, do the historical study, do the exegetical study, and prepare the assignment in practical theology. If you devote two hours per day to course assignments, you can complete this course in approximately two months. The time constraints of this course are self-imposed to a large degree. However, if you are working toward degree completion, please keep in mind the Seminary's expected time frame for degree completion. Consult the most recent Seminary *Catalogue* for specific time frames in your degree program. Each course assignment identifies the time required for completion, all things being equal. Some variation in time required to complete an assignment is to be expected due to a variety of factors.

E-LECTURE OVERVIEW

- I. An Introduction to the Study of Baptist History
 - A. Reasons for studying Baptist history
 - B. Baptists and the Reformed tradition
 - C. A clarification of important terms
 - D. Resources
- II. Basic Views of Baptist Origins
 - A. Introduction
 - B. The succession of organized Baptist churches through the ages
 - C. Continuation of New Testament teaching through the ages
 - D. Influence of Anabaptists
 - E. Outgrowth of English Separatism
- III. Baptists in the Seventeenth Century
 - A. Introduction

- B. The religious environment of seventeenth-century England
- C. The rise of General Baptists
- D. The rise of Particular Baptists
- E. The name “Baptist”
- F. Basic Baptist beliefs
 - 1. Scripture
 - 2. The work of Christ
 - 3. The church
 - 4. Church ordinances
 - 5. The ministry
 - 6. Church and state
 - 7. Religious freedom
 - 8. Eschatology
- G. Early Baptist confessions of faith
- H. Early Baptist worship
- I. Defenders of the Baptist faith in the seventeenth century
- J. The beginnings of Baptists in America
- IV. Baptists in the Eighteenth Century
 - A. Introduction
 - B. Baptists in England
 - 1. The religious climate of eighteenth-century England
 - 2. The decline of General Baptists
 - 3. The rise of the New Connection
 - 4. The decline of Particular Baptists
 - 5. Revival fires among Particular Baptists
 - 6. The birth of the missionary movement
 - 7. Church life among Particular Baptists
 - C. Baptists in America
 - 1. The religious climate of eighteenth-century America
 - 2. The emergence of the Great Awakening
 - 3. The spread of Baptist churches
 - 4. The founding of Baptist educational institutions
 - 5. The establishment of Baptist associations
 - 6. Life in eighteenth-century Baptist churches
 - D. Baptists and the struggle for religious freedom
 - 1. The religious climate of New England
 - 2. The work of Isaac Backus
 - 3. The work of John Leland
 - 4. Baptist influences on the Constitution
- V. Baptists in the Nineteenth Century
 - A. Introduction
 - B. Baptists in Britain
 - 1. The religious climate of nineteenth-century Britain
 - 2. Significant events among Baptists in Britain
 - C. Baptists in America: 1800-1845
 - 1. The religious climate of nineteenth-century America

2. The emergence of the Triennial Convention
3. The birth of foreign missions
4. The birth of home missions
5. The birth of the Southern Baptist Convention
- D. The Split and Its Aftermath: 1845-1890
 1. Issues bringing about the split
 2. The organization of Northern Baptists
 3. The organization of Southern Baptists
 4. The Landmark Movement
 5. The emergence and importance of the Woman's Missionary Union
- VI. Baptists in the Twentieth Century
 - A. Introduction
 - B. Baptists in Britain
 1. The Baptist Union
 2. Growth among British Baptists
 3. Doctrinal tensions among British Baptists
 - C. Northern Baptists in America
 1. The Northern Baptist Convention
 2. The New World Movement
 3. Fundamentalism among Northern Baptists
 4. The American Baptist Convention
 5. Trends among Northern Baptists
 - D. Southern Baptists in America
 1. The structure of the Convention
 2. The Seventy-Five Million Campaign
 3. The Cooperative Program
 4. Southern Baptist boards
 5. Southern Baptist commissions
 6. The Woman's Missionary Union
 7. Theological education among Southern Baptists
 8. Issues among Southern Baptists
- VII. Baptist Theology, Polity, and Emerging Issues
 - A. Introduction
 - B. The importance of and the debates over *The Baptist Faith and Message*
 - C. Baptist polity
 1. The local church
 2. The association
 3. The state convention
 4. The national convention
 - D. Tensions in contemporary Baptist life

SUGGESTED STEPS TO COURSE COMPLETION

1. Listen to the e-lectures as you seek to gain a foundational knowledge and overview of the course. Just listen for enjoyment and general understanding and seek to get a “feel” for the subject of Baptist history.
2. Listen attentively and actively while taking notes either electronically or by hand. Seek to grasp the deeper level of comprehension of the Baptist story. While you are listening for details about important persons and events in Baptist history, listen also for the “flow” and “patterns” of the story. You will note that Baptists typically faced the same issues in each of the centuries of the story.
3. When you have completed Assignment One, move on to Assignment Two where you will be reading the massive book by Leon McBeth. Break your reading into manageable chunks and avoid reading in lengthy marathon binges. It is a good idea to read the Baptist story one century at a time. When you have finished each century of the story, note the major events and persons that shaped Baptist life in that century. What were the conflicts and controversies? How did Baptists influence those around them? How were they influenced by those around them? In your reading, highlight important sections or words with colored markers so that you can easily find them when you return to the text at a later time. Keep a Reading Log noting date, pages read, and time invested in each reading session. Review of this Log will enable you to determine whether or not you are maximizing your learning by reading in smaller segments with brief breaks of not more than one or two days between readings. You will need to submit this Reading Log along with your Summary Paper as a part of Assignment Two.
4. Assignments Four and Five are research-oriented. As you read McBeth, note sources that can help you with these assignments. Examine the books that are listed with this syllabus which can help you in both your historical research and in your definitions. Be sure to consult relevant journal articles on Baptist history. Remember that your papers will be graded both on their content and on how well you write. Be sure that your research paper is fully documented in correct form and that you have proofread it carefully before you submit it for grading.
5. Assignment Six is practical in nature. Its purpose is to enable you to devise a way to share with others what you have learned in this course. It is particularly important in that most Baptists have little knowledge or understanding of their history.

For all of your required papers, you may send to me a rough outline or a rough draft before you send me the final copy. I will evaluate this rough draft on the basis of content, make suggestions to you, and send it back to you. This gives you an opportunity to get feedback on your work without a grade.

Submitting a rough draft is not a requirement but it is an option if you so desire.

Grading for this course will be done and your work returned to you as soon as possible. Generally, if you have not received graded work back in two to three weeks, please contact me. Your course grade will be turned in at the end of the semester like all other Erskine courses.

You may submit your finished work to me by any means (mail, fax, e-mail), **but you must include a self-addressed, stamped envelope if you want it returned to you.**

If you have any questions or encounter any difficulties while taking this course, please contact me immediately so we can get any problems resolved quickly and get you back to your scheduled pace for course completion.

ASSIGNMENT ONE: E-Lectures

Master the content of course lectures by listening and watching all e-lectures and writing a one-page summary (double-spaced) of the content of the e-lecture. In your summary, discuss the major points made in the lecture series. If you choose, you can write a one-page outline of the lectures instead of a paper in narrative form. This entire paper should be no more than 16 pages in length.

Completing this assignment will count 15% of your final grade. The total estimated time required for successful completion of this assignment is 30 hours.

ASSIGNMENT TWO: Required Reading

Read in its entirety Leon McBeth, *The Baptist Heritage: Four Centuries of Baptist Witness* (Nashville: Broadman, 1987). In a Summary paper of not more than 10 pages, think about the distinctives of Baptist life. As you ponder the story, what distinctive contributions do Baptists make to the overall history of the Christian church? Illustrate your assessment of Baptist distinctives with references to specific events and/or persons in the Baptist story.

This Summary Paper should be no more than 20 pages long (double-spaced). It will be evaluated on the basis of how cogently and succinctly you summarize the assigned reading above as well as how you seem to understand what is said. It will also be graded on style and form. The total estimated time required for successful completion of Assignment Two is 40 hours. **This Summary Paper will count 20% of your final grade.**

ASSIGNMENT THREE: Online journal

There is evidence to suggest that students who actively engage with others in an online environment earn higher scores than other students. Online discussions and interaction provide a rich and stimulating environment of collaboration, interaction, and community building. Students participating in online discussions tend to provide more thought-provoking comments, richly detailed responses, and insightful observations.

Each student will post an entry to the online journal each **week**. As the student completes the required reading for this course, listens to the e-lectures, or thinks through course-related issues, he or she will post an entry relating significant insights, questions, or challenges for others.

In order to facilitate community building, fellow students will respond **each week** to the journal entries as a way of encouraging each other and adding to the observations posted by their classmates. Additionally, peer mentors and/or the course professor will respond **to selected entries**. Retroactive posting will not be accepted. The following rubric may serve as a guide to assisting you in online postings.

Please note:

- Part of your grade depends on collaborative learning

This requirement will count 10% of your final course grade.

ASSIGNMENT FOUR: Research

Write a paper of not more than 20 pages on some event, person, etc. from Baptist history that interests you. Use the taped lectures, the McBeth book, and other resources to describe this event, person, etc. This paper should be typed, double-spaced, fully-documented, and in proper form using Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th edition or later) as your guide. The paper should contain an outline of its contents. You should use at least 10 sources in your bibliography. In your paper, describe in detail the event, person, etc. you are studying and show the relevance of this event, person, etc. for contemporary Baptist life.

It is estimated that this assignment should take no more than 30 hours. This research paper will count 20% of your grade.

The total estimated that this assignment should take no more than 30 hours. This research paper will count 20% of your grade.

ASSIGNMENT FIVE: Definition

Using the e-lectures, the McBeth book, and other resources, write a brief definition or identification of the following persons, events, terms, documents, etc. Your definition should be no more than a single paragraph for each one. However, in your definition, be specific and indicate the importance of the person, event, term, document, etc. for understanding Baptist history.

1. Landmarkism
2. Henry Jacob
3. J. M. Carroll, *The Trail of Blood*
4. King James I
5. Roger Williams
6. New Connection
7. William Carey, *An Enquiry Into the Obligations of Christians to Use Means for the Conversion of the Heathen*
8. Philadelphia Association
9. John Leland
10. The Baptist Union of Britain
11. Serampore Controversy
12. "Down Grade" Controversy
13. Luther Rice
14. Free church tradition
15. Anabaptists
16. Triennial Convention
17. American Baptist Convention
18. Richard Furman
19. Alexander Campbell
20. J. M. Frost
21. Seventy-Five Million Campaign
22. Baptist World Alliance
23. New Hampshire Confession of 1833
24. New World Movement
25. Arthur Flake

It is estimated that this assignment should take no more than 20 hours. Writing these definitions will count 15% of your grade.

ASSIGNMENT SIX: Practical

Think of a creative way that you can teach some aspect of Baptist history in your ministry setting. This teaching may take the form of a sermon, a dramatic monologue, a visual display, music, etc. Obviously, you cannot teach the whole Baptist story. Think of some person, event, movement, period, etc. and

devise a lesson plan to teach it. Indicate in your plan who your audience will be (youth, children, young adults, etc.) and the setting in which you would teach this (worship service, Sunday School class, mid-week service, etc.) For this assignment, you do not actually have to teach the lesson. What you must do, however, is to submit a detailed plan of how you would teach it. Try to be as creative as you can so that you can actively involve your learners in the Baptist story.

It is estimated that this assignment should take no more than 10 hours. This lesson plan will count 20% of your grade.

The following organizational management system is designed to give you information at a glance of when assignments are due.

Course Schedule

MODULE #1

All work for the first module should be completed four weeks from the semester start date.

Week	Lectures to View	Assignments Due
1	Lectures 1a – 1b Lectures 2a – 2b	<ul style="list-style-type: none"> • Begin summary of e-lectures • Online Journal • Begin reading textbooks <i>The Baptist Heritage: Four Centuries of Baptist Witness</i> • Begin summary of textbook
2	Lectures 3a – 3b Lectures 4a – 4b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Continue reading textbook • Begin summary of textbook
3	Lectures 5a – 5b Lectures 6a – 6b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Continue reading textbook • Begin summary of textbook
4	Lectures 7a – 7b Lectures 8a – 8b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Assignment 2 due

MODULE #2

All work for the second module should be completed eight weeks from the semester start date.

Week	Lectures to view	Assignments Due
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5	Lectures 9a – 9b Lectures 10a – 10b	<ul style="list-style-type: none"> • Continue working on summary of e-lectures • Online Journal • Begin Assignment 4
6	Lectures 11a – 11b Lectures 12a – 12b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Continue Assignment 4
7	Lectures 13a – 13b Lectures 14a – 14b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Continue Assignment 4
8	Lectures 15a – 15b Lectures 16a – 16b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Assignment 4 due

MODULE #3

All work for the third module (and the course) should be completed twelve weeks from the semester start date.

Week	Assignments Due
9	<ul style="list-style-type: none"> • Online Journal • Begin working on Assignments 5 - 6
10	<ul style="list-style-type: none"> • Online Journal • Continue working on Assignments 5 - 6
11	<ul style="list-style-type: none"> • Online Journal • Continue working on Assignments 5 - 6
12	<ul style="list-style-type: none"> • Assignments 5 and 6 due

WRITING THEOLOGICAL PAPERS

The seminary has produced a *Writing Theological Papers* document that guides a student through the process of producing a high quality theological paper. It is included on your CD-ROM for this course and is part of your student handbook provided by the seminary.

Please edit your paper for typographical errors, misspelled words, stylistic miscues, and grammatical mistakes. The paper should be double-spaced and constitute original work written for this course only and cannot

include material previously used in another course or for another purpose. Please read over the notation regarding the seminary policy on plagiarism included at the end of this syllabus. Your use of the work or thoughts of another without proper citation and acknowledgement constitutes plagiarism. **Content found at an Internet web site is construed to be copyrighted material written and produced by another person.** Undocumented wholesale use of words from an Internet web site passed off as the student's own work in a research paper of this sort constitutes plagiarism and will be considered a violation of the seminary plagiarism policy. Students who are determined to have violated the seminary's policy on plagiarism will receive a grade of zero for the paper, will not be allowed to re-submit another paper, and will have a written record of the violation added to their permanent student record. Further violations of the seminary's plagiarism policy could result in temporary or permanent dismissal from the seminary.

Please visit these websites for more information about plagiarism:

<http://www.plagiarism.org/>

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

<http://www.georgetown.edu/honor/plagiarism.html>

RELEVANT INSTITUTIONAL POLICIES

Conduct in Theological Discussions

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the *Catalog* for more information.

1. Language about God and Humanity

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

2. From the Seminary Catalog, "the grade of 'I' or incomplete is given at the discretion of the professor. A grade of 'I' normally is given when a student has substantially completed the requirements for a course but has been

prevented by extraordinary circumstances from completing all course requirements. If a grade of "I" is given for a course the remaining course work must be submitted for grading prior to the final date established in the current Seminary Catalog. Otherwise, the grade of "I" automatically becomes a grade of "F." For further details, please read the current Seminary Catalog.

3. Any late assignment will be automatically reduced by one letter grade regardless of reason. *Please make this class a high priority and keep ahead of assignments in order to compensate for the exigencies of ministry.*
4. Once you have completed, signed, and submitted a registration to the Registrar for this class, it is a BINDING CONTRACT, and business office billing will be based on this registration. If you decide not to take this class, a drop/add form must be completed, including securing the appropriate signatures. Failure to properly withdraw from the class will result in receiving a grade of "F" for the course and full tuition charges will apply. NO EXCEPTIONS WILL BE MADE TO THIS POLICY.

Plagiarism, defined as the representation of the words or ideas of another as one's own in any academic exercise, is a clear violation of the Erskine Seminary Honor Code as set forth in the [Student Handbook](#) and *Seminary Catalog*. It is also a clear violation of the will of God in regard to taking something that belongs to someone else without his/her permission. The penalty for an infraction of the plagiarism policy is severe and may potentially result in the permanent dismissal of a student from the seminary. If you have any questions concerning the appropriate use of referenced sources, please contact me prior to submitting your work for grading.

BIBLIOGRAPHY

The bibliography in the McBeth book (pp. 823-838) is extensive and should provide the student with adequate research materials through the 1980's. Below are listed some of the resources on Baptist history which have appeared since then.

Ammerman, Nancy T. *Baptist Battles: Social Change and Religious Conflict in the*

Southern Baptist Convention. New Brunswick: 1990.

Barnette, Henlee H. *Clarence Jordan: Turning Dreams Into Deeds*. Macon: Mercer

University Press, 1992.

Barnhart, Joe Edward. *The Southern Baptist Holy War: The Self-Destructive Struggle*

- For Power Within the Largest Protestant Denomination in America.*
Austin:
Texas Monthly Press, 1986.
- Baugh, John F. *The Battle for Baptist Integrity.* Austin: Battle for Baptist Integrity, Inc., 1996.
- Cothen, Grady C. *The New Southern Baptist Convention: Fundamentalism's Impact On the Southern Baptist Convention.* Macon: Mercer University Press, 1995.
- Dockery, D. S. *Southern Baptist and American Evangelicals: The Conversation Continues.* Nashville: Broadman and Holman, 1993.
- Fletcher, J. C. *The Southern Baptist Convention: A Sesquicentennial History.* Nashville: Broadman and Holman, 1994.
- George, Timothy and Denise. *John A. Broadus: Baptist Confessions, Covenants, and Catechisms.* Nashville: Broadman and Holman, 1996.
- Hefley, James C. *The Truth in Crisis: The Controversy in the Southern Baptist Convention.* 5 volumes. Hannibal: Hannibal Books, 1986-1990.
- Hobbs, H. H. *The Baptist Faith and Message.* Nashville: Convention Press, 1987.
- Leonard, Bill, ed. *Dictionary of Baptists in America.* Downers Grove, Ill.: InterVarsity, 1994.
- _____. *God's Last and Only Hope: The Fragmentation of the Southern Baptist Convention.* Grand Rapids: Eerdmans, 1990.
- Morgan, David T. *The New Crusades, The New Holy Land: Conflict in the Southern Baptist Convention, 1969-1991.* Tuscaloosa: University of Alabama Press, 1996.
- Shurden, Walter B. *Not a Silent People: Controversies That Have Shaped Southern Baptists.* Macon: Mercer University Press, 1995.
- _____. *The Life of Baptists in the Life of the World: 80 Years of the Baptist World Alliance.* Nashville: Broadman and Holman, 1985.

The student should also consult the following websites for further resources on Baptist history:

<http://www.mainstreambaptists.org/Baptist.I.htm>

http://www.baptistheritage.com/Directories/Historians/body_historians.html

The student may also benefit by consulting the periodical *Baptist History and Heritage* which is published by the Southern Baptist Historical Commission and Southern Baptist Historical Society in Nashville, Tennessee.