

PhD – CHTH G125 - C02
MA – CH/MS/NT/OT/TH 6ZH6
INTERDISCIPLINARY SEMINAR:
MINISTRY AND EVANGELICAL THOUGHT

McMaster Divinity College

Winter Semester 2018

Monday, 10:30pm - 12:20

Instructor: Rev. Dr. Gordon L. Heath

gheath@mcmaster.ca

905-525-9140 ex.26409

COURSE DESCRIPTION:

The purpose of this course is to explore how evangelicals have thought about and practiced ministry since the eighteenth century. Attention will be placed on the diversity of ministry structures, theologies, and dominant personalities, as well as on having students develop their own vocational objectives in the light of previous evangelical people and patterns.

COURSE OBJECTIVES:

Knowing

- to provide an understanding of how the evangelical ministry has grown and developed in a variety of countries and continents
- to understand the various forms of ministry practiced by evangelicals over the centuries

Being

- to explore (and ultimately appreciate) the different expressions of spirituality and models of ministry as practiced by various evangelicals
- to provide a sense of “place” within the many evangelical traditions, as well as a sense of direction for one’s own ministry

Doing

- to develop a pattern for one’s own vocational direction
- to develop in each student an ability to assess documents and situations from an historical perspective

REQUIRED TEXTS:

- Five volume “History of Evangelicalism Series” by IVP Academic:
 - Mark A. Noll. *The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys*
 - John R. Wolffe. *The Expansion of Evangelicalism: The Age of More, Wilberforce, Chalmers and Finney*

- David W. Bebbington. *The Dominance of Evangelicalism: The Age of Spurgeon and Moody*
- Geoff Treloar. *The Disruption of Evangelicalism: The Age of Mott, Machen and McPherson*
- Brian Stanley. *The Global Diffusion of Evangelicalism: The Age of Graham and Stott*
- George M. Marsden. *The Outrageous Idea of Christian Scholarship*. Oxford: Oxford University Press, 1998.
- Mark Noll. *The Scandal of the Evangelical Mind*. Grand Rapids: Eerdmans, 1994.
- Mark Noll. *Jesus Christ and the Life of the Mind*. Grand Rapids: Eerdmans, 2011.
- Gordon L. Heath. *Doing Church History: A User-friendly Introduction to Researching the History of Christianity*. Toronto: Clements Publishing, 2008.
- Selected readings distributed in class for seminars.

ASSIGNMENTS:

- **Position Paper:** Write a position paper on evangelicals in the academy.
- **Research Paper:** Present on the life, thought, and impact of a prominent evangelical.
- **Seminar:** Each student will lead the class in a seminar. The topics for seminars are listed below. They will also question and evaluate other seminar presentations.
- **Participation:** All reading must be completed, all classes attended, and active engagement in each class is expected.

GRADING:

| | |
|--------------------|-----|
| Research Paper | 40% |
| Position Paper | 10% |
| Seminar Leadership | 40% |
| Participation | 10% |

GENERAL COMMENTS:

- Textbook Purchase

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 : phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

- Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please

refer to the Divinity College Statement on Academic Honesty ~
<http://www.mcmasterdivinity.ca/programs/rules-regulations>

- Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

- Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses

<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>

Failure to observe appropriate form will result in grade reductions.

- Disclaimer

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

- Due Dates

Essays must be handed in at the beginning of the class on the day they are due. All other essays will be considered to be late. Students may be exempted from the late penalty of 3% per day (not including weekends) if they attach to their essay a letter explaining the genuine emergency that delayed them. Late assignments (even ones with an extension) will not receive comments and constructive criticism from the professor.

- Other

Please turn off your cell phone and/or pager before the class begins. Please do not attend class if you are ill and contagious (e.g. the flu).

COMMENTS ON ASSIGNMENTS

- **Position Paper**

Students are to prepare a ten-page position paper on how they envision their own discipline in the academy. Particular attention is to be paid to evangelical distinctives and how they relate to the student's own position and discipline. Students must be prepared to present, discuss and defend their position in class. Questions that should be addressed in the paper are (but not limited to): What is unique about the evangelical academy? Do I want to serve in the evangelical academy – why/why not? What does it mean to be an evangelical in the academy? What is evangelical scholarship – is there such a thing? Who do I model my ministry after? If I am not an evangelical, what do I think of evangelical scholarship, and how will I relate to it in my discipline? What needs to be done in evangelical scholarship in my discipline? How does the academy relate to the church?

Include in your position responses to items such as (but not limited to):

- George M. Marsden, *The Outrageous Idea of Christian Scholarship*.
- Mark Noll, *The Scandal of the Evangelical Mind*.
- <http://chronicle.com/free/v54/i35/35b01201.htm>

- **Research Paper**

This twenty-page focuses on a variety of inter-related topics. First, it is a biographical study of a prominent evangelical. See *Doing Church History* for more details on biographical research. Second, it is a study of the person's particular approach to, and theology of, ministry. Third, it is a critical evaluation of the person theology and ministry. Fourth, it is a commentary on what can be appropriated for today from the pattern of the person's life and ministry. The paper should integrate all four of these concerns into the structure of the paper. Particular attention should be paid to the actual writings of the person being studied. Near the end of the semester all students will have an opportunity to share the results of their research with the entire class.

- **Seminar**

There are three aspects to this class. Students will present, question, and grade.

Presentation: Students are required to lead a class seminar. Possible topics include:

- Evangelicals and the Sacraments
- Evangelicals and Preaching
- Evangelicals and Revivalism
- Evangelicals and Public Education
- Evangelicals and Theological Education
- Evangelicals and Ecumenism
- Evangelicals and Social Reform
- Evangelicals and Ministry in the a Post-Christendom Context
- Evangelicals and Children/Women/Men
- Evangelicals and Missions
- Evangelicals and Media
- Evangelicals and Neo-Calvinism

Students do not have to submit their notes to the instructor, but will be required to bring a handout that includes an outline and a bibliography. A seminar should have a presentation led by the student, and then a time of engaging questions raised by material. Students must also submit readings one week in advance so that those in attendance are well-prepared for discussion.

Questioning: Students will be required to initiate questioning for two other seminars.

Further information will be provided by the professor.

Grading: Students will be required to grade two other seminar presentations. A form will be provided by the professor.

CLASS SCHEDULE:

| | |
|--------|---|
| Jan 8 | Introduction to Course |
| Jan 15 | Birth and Growth of Evangelicalism 1 Reading: Noll, Wolffe |

Jan 22 Birth and Growth of Evangelicalism 2
Reading: Bebbington, Treloar, Stanley

Jan 29 Position Papers: Evangelicals and the Academy
Personal Position Papers Due

Feb 5 Seminar

Feb 12 Seminar

Feb 19 *Reading Week (NO CLASS)*

Feb 26 Seminar

Mar 5 Seminar

Mar 12 Research Paper Presentations
Research Papers Due

Mar 19 Research Paper Presentations

Mar 26 Research Paper Presentations

Apr 2 Research Paper Presentations

Apr 9 Closing Commentary/Discussion