

TH 3XE3/5XE5/6XE6 Evangelical Theology & Traditions (CC/CT/PS)

McMaster Divinity College
Winter 2020
Saturdays 9:00–4:00
Jan 18, Feb 8, Mar 7, Apr 4

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Hours: M Noon-2:00pm; T 1:00-3:00pm and by appointment
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I. Description:

This course explores the key areas of evangelical theology and the movements (e.g., Fundamentalism, Neo-Evangelicalism, and Pentecostalism) that constitute the evangelical tradition. Although it cannot be comprehensive, it focuses on the key historical developments and theology of the movement. Theological topics covered include Scripture and revelation, Christ and the cross, and the Holy Spirit and salvation. The overriding concern of this course is the way these doctrines shape evangelical life and ministry.

DPT Students

Doctor of Practical Theology students who wish to apply for this course as an Advanced Elective for their degree program must consult with the Program Director of the DPT and the course instructor in order to develop an Advanced Elective approach to the course that fulfills the specific elements required by the DPT program. Once the elements of the Advanced Elective have been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective in connection with this course. Once the application is accepted, DPT students can proceed with the course as part of their degree program.

II. Course Objectives:

A. Knowing:

1. Know key episodes and movements in the history of North American Evangelicalism.
2. Know key historical and contemporary evangelical thinkers and their influence on the movement.
3. Know key areas of evangelical theology.
4. Know ways that evangelical theology informs the practice of contemporary Christian life and ministry.

B. Being:

1. Appreciate ways key areas of evangelical theology can inform your Christian life and ministry.

2. Participate in the dynamic and personal nature of theology.
 3. Appreciate that theology is a dynamic and contextual effort to discern appropriate ways to embody the redemption revealed in Jesus Christ.
- C. Doing:
1. Identify and describe your relationship to Evangelicalism and its theology.
 2. Develop expertise in an area of evangelical theology, history, or ministry.
 3. Engage in the process of critical and constructive theological reflection.

III. Course Text(s):

A. Required:

Gerald R. McDermott. *The Oxford Handbook of Evangelical Theology*. New York: Oxford University Press, 2010.

B. Recommended:

If you are somewhat new to the study of theology, I recommend the purchase of Grenz, Stanley J., Guretzki, David, and Nordling, Cherith Fee. *Pocket Dictionary of Theological Terms*. Downers Grove, Ill.: InterVarsity Press, 1999.

IV. Overview of Course Assignments:

Assignments	Percent	Due
A. Blog post: What is an evangelical?	25%	
1. Blog post		Jan 24
2. Blog interaction		Jan 31
B. Blog post: Issue in Evangelical Theology	25%	
1. Blog post		Feb 21
2. Blog interaction		Feb 28
C. Constructive Essay (or project)	45%	
1. Presentation		Apr 4
2. Paper		Apr 8
D. Reading	5%	
E. Participation:	X	Class sessions
Total: 100%		

V. Lecture Outline (tentative):

Class Day	Session	Topic
1. Jan 18		
	1	Introduction to the Course I. Theology, a Question of Discipleship (or the purpose of theology) Reading McDermott, Introduction, chs 1, 15–16
	2	II. The Evangelical Movement: From 18th century Revivalists to Trump-vangelicals & SJW-vangelicals • Class Discussion: What is an evangelical?
2. Feb 8		
	1	III. Theological Foundations A. Revelation Reading McDermott, chs 2–5
	2	B. Inspiration, Scripture, & Tradition (!) • Class Discussion: Evangelical Issue
3. Mar 7		
	1	IV. Christ: From Divine Son to Savior Reading McDermott, chs 8–10, 12–14
	2	V. The Holy Spirit: From Creation to Redemption • Small Group Discussion on Paper/Project
4. April 4		
	1	1. Presentation _____ 2. Presentation _____ 3. Presentation _____ 4. Presentation _____ 5. Presentation _____
	2	6. Presentation _____ 7. Presentation _____ 8. Presentation _____

		<p>9. Presentation _____</p> <p>10. Presentation _____</p> <ul style="list-style-type: none"> • Conclusion • Course Evaluations
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VI. Assignment Descriptions:

General Guidelines:

- Please submit all assignments in their Avenue to Learn folders.
- Papers and assignments may be submitted early for feedback from the professor and resubmitted on the due date for grading.
- All assignments marked according to the Grading Criteria Form (see Avenue to Learn Syllabus Folder).
- All papers and assignment should conform to (and will be marked according to) the MacDiv Style Guide (available at <https://mcmasterdivinity.ca/resources-forms/>).

A. Blog post: What is an evangelical?

1. *Research:*

- Find and read two or three resources (e.g., articles, lectures, statistical reports) on that defines and describes Evangelicals and/or evangelical theology.
- The Avenue to Learn folder for this assignment has several resources to get you started.

2. *Write* an opinion piece (blog) on the topic that integrates your research on the nature of Evangelicalism/evangelical theology. The audience for the blog is not academic. It should effectively deliver the contribution of your topic to a popular audience. Length: 500 words. Be concise, clear, and interesting.

3. *Post* your blog to the course Padlet for the evangelical issue blog.

- Padlet is an online bulletin board and interaction forum. It gives you the opportunity to share your work and to interact with your class colleagues between Saturday class sessions.

- Post due Jan 24
4. *Interact:* Comment on at least one of the blogs posted by your class colleagues. You can contribute with the text, audio, or audio-video function within Padlet.
- Interaction due Jan 31
- B. Blog post: Issue in Evangelical Theology:
1. *Research:*
- Select a chapter from the McDermott *The Oxford Handbook of Evangelical Theology* (from a chapter not assigned for reading, e.g., from Parts IV–VI).
 - If necessary, find and read additional material (e.g., articles, statistical reports) and integrate them in your issue blog.
2. *Write* an opinion piece (blog) on the topic. The audience for the blog is not academic. It should effectively deliver the contribution of your topic to a popular audience. Length: 500 words. Be concise, clear, and interesting.
3. *Post* your blog to the course Padlet for the evangelical issue blog.
- Padlet is an online bulletin board and interaction forum. It gives you the opportunity to share your work and to interact with your class colleagues between Saturday class sessions.
 - Post due Feb 21
4. *Interact:* Comment on at least one of the blogs posted by your class colleagues. You can contribute with the text, audio, or audio-video function within Padlet.
- Interaction due Feb 28
- C. Constructive Paper/Project:
- This assignment constitutes the “major paper” and presentation for the course. The purpose of the paper/project is vocational development. It should advance your vocational trajectory. Selecting whether to prepare a project or a paper is an important step in the process.
- Paper?
If you anticipate further graduate work or writing a thesis as part of your MTS or MDiv, then an academic research-thesis paper is an excellent option. A research-thesis paper

provides skill development in conducting the concentrated study on a particular research topic necessary for academic research.

- **Project?**
If your vocational track is vocational ministry or an alternative professional field, then a project may be an effective option. Completing a project provides skill development in contextualizing and applying the fruit of theological research and reflection.

If you have an idea for a paper or a creative project that does not neatly fit into the parameters of the specialization descriptions, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your vocational/research field and interests.

◆ **Please consult the assignment description for your degree specialization** ◆

Church and Culture Specialization

1. **Description:**
Investigating the **interface between evangelical theology and culture** is the purpose of this assignment. The paper/project provides the opportunity to explore the relationship between evangelical theology and culture. Options are open. Examples: You can look at an historical example of the way cultural context shaped the development of Evangelicalism and its theology. You can explore how one or more categories of evangelical theology can provide a lens for discerning and interpreting popular culture, contemporary politics, and social issues.
2. **Class presentation:**
You will present and facilitate a discussion of your paper/project (I encourage multi-media, audio, audio-visual methods when appropriate). Normally presentations are 15–20 minutes followed by 5–10 minutes of class discussion (for a total time of 20–30 minutes). The presentation provides the opportunity to share your research to this point with the class and receive constructive feedback that you can incorporate into your final paper/project submission.
 - Note: presentations will take place on the last Saturday of the class.
3. **Paper:**
 - a. **Content and argument:**
 - Detail a clear thesis (the view that your paper supports).
 - Describe your topic under consideration.

- Write an essay that coherently demonstrates your view.
 - Detail major alternatives and/or criticisms of the position and interact with them vis-à-vis your view (where appropriate and in so far as space allows).
- b. Presentation:
- Write a stylistically clean and academic paper—e.g., avoid colloquialisms (academic is different than conversational voice), passive voice (use active). Research-thesis papers must have a thesis statement (stated in the introduction), an introduction, content section, and a conclusion to the paper.
 - Use and document a *minimum* of ten scholarly resources (book, journal articles, book essays). Internet resources can be utilized, if they are scholarly and/or professional sources.
 - Accurately document sources according to the College's Style Guide.
 - Paper length: 10–12 pages.
 - Provide a bibliography (list only the books cited in the footnotes of the paper).

Christian Thought and History Specialization

1. Description:
Exploring an issue in or related to evangelical theology and/or history is the purpose of this specialization. It can take a biblical, historical, or contemporary focus. For example, why has the relationship with science often been contentious within Evangelicalism? Why has penal substitutionary atonement been central to evangelical theology? What is the historical relationship between the Feminist movement (and its variations) and evangelical views on women in ministry?
2. Class presentation:
 You will present and facilitate a discussion of your paper/project (I encourage multi-media, audio, audio-visual methods when appropriate). Normally presentations are 15–20 minutes followed by 5–10 minutes of class discussion (for a total time of 20–30 minutes). The presentation provides the opportunity to share your research to this point with the class and receive constructive feedback that you can incorporate into your final paper/project submission.
 - Note: presentations will take place on the last Saturday of the class.

3. Paper:
 - a. Content and argument:
 - Detail a clear thesis (the view that your paper supports).
 - Describe your topic under consideration.
 - Write an essay that coherently demonstrates your view.
 - Detail major alternatives and/or criticisms of the position and interact with them vis-à-vis your view (where appropriate and in so far as space allows).
 - b. Presentation:
 - Write a stylistically clean and academic paper—e.g., avoid colloquialisms (academic is different than conversational voice), passive voice (use active). Research-thesis papers must have a thesis statement (stated in the introduction), an introduction, content section, and a conclusion to the paper.
 - Use and document a *minimum* of ten scholarly resources (book, journal articles, book essays). Internet resources can be utilized, if they are scholarly and/or professional sources.
 - Accurately document sources according to the College's Style Guide.
 - Paper length: 10–12 pages.
 - Provide a bibliography (list only the books cited in the footnotes of the paper).

Pastoral Studies Specialization

1. Description:

Applying and articulating the significance of evangelical theology for a ministry setting is the purpose of this specialization. For example, prepare a sermon or message appropriate for a given ministry audience or develop a seminar for leadership training in your ministry setting. You can draw on biblical, historical, and/or systematic theology resources. The content of the project draws from theological resources but expresses the yield of that theology in language and terms that are **appropriate for a ministry audience**. Alternatively, if you have an idea for contextualizing the resources of evangelical theology for ministry other than in the examples listed above, please talk with

me so we can design a project that enables you to maximize your work in the class for your ministry context and meets the goals of the specialization in Pastoral Studies.

2. Class presentation:

You will present and facilitate a discussion of your paper/project (I encourage multi-media, audio, audio-visual methods when appropriate). Normally presentations are 15–20 minutes followed by 5–10 minutes of class discussion (for a total time of 20–30 minutes). The presentation provides the opportunity to share your research to this point with the class and receive constructive feedback that you can incorporate into your final paper/project submission.

- Note: presentations will take place on the last Saturday of the class.

3. Projects/Sermons:

- a. Annotated bibliography of research sources: an annotation is a paragraph or two that describes the content of the book, essay, or article and how it relates to your project.
- b. Sermon: submit a manuscript of your sermon/message that includes footnotes, which detail where and how you applied and adapted your theological research.
- c. Double-spaced pages, 12 point Times New Roman font.
- d. Use and document at least 10 scholarly resources (e.g., books, journal articles, and essays). Internet resources can be utilized, if they are scholarly and/or professional sources.
- e. Document sources with footnotes and follow the College's Style Guide. [Link to Style Guide](#).

D. Participation:

Developing a community of learners through engaging, charitable, and critical dialogue. Constructive discussion facilitates the learning experience. Discussion helps to clarify ideas, highlight and explore unconsidered aspects of our thought, modify, and justify our views. Class discussions should be constructive and critical. Critical does not mean negative, it does not tear down a person. Critical discussion is dialogue in which all persons involved pursue a path of mutual discovery, respect, and nurture, but not necessarily agreement. Examples of constructive interaction include 1) introducing material from your readings that relates to the topic, 2) raising possible objections to a position, and 3) integrating two areas of thought.

VII. Policies:**A. 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.

B. 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 <https://www.mcmasterdivinity.ca/programs/rules-regulations>.

C. 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.

D. 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 ([link](#)). Failure to observe appropriate form will result in grade reductions.

E. 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.

VIII. Late-Assignment and Exam Policy:

A. Assignments are due at the beginning of class on the date specified in the syllabus.

B. Students take exams on the date and at the time scheduled in the syllabus.

C. Late assignments are reduced five percentage points for each day late (e.g., if the grade is 90 and it is one day late, the grade will be reduced to 85).

- Please note, late papers may not be graded and returned at the same time as the other papers; they will not receive comments from the professor on the grade rubric.
- D. Assignments and exams will be accepted without penalty after the specified date in the syllabus **only** in the case of an excused absence. If a student misses an exam or assignment submission due to a reason that he/she believes is excusable, then he/she must notify the instructor and schedule an exam date and/or late-assignment submission date within twenty-four hours of the beginning of the missed class session.

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Appendix 1: Research Degree Requirements (MA & PhD)

I. Assignment Outline:

Assignment	Percent	Due
A. Major Paper/Project:	50%	One week after presentation
1. Presentation	20%	
2. Paper	30%	
B. Response and Facilitation	15%	Day of presentation
C. Lecture and Syllabus:	30%	Day of lecture
D. Annotated Bibliography: * See lecture assignment	5%	Day of lecture
E. Participation:	X	When class meets
	Total: 100%	

II. Major Paper/Project:

- A. Description:
Advanced degree students will write an academic thesis paper or prepare a project that integrates the course topic and their research agenda/s. If you have an idea for a paper or creative project, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.

- B. Purpose:
This assignment gives you experience writing article, essay, and chapter length theological papers and presenting research in an oral form similar to that performed at academic conferences.
- C. Guidelines for the Paper:
The paper should include (description categories below correspond to those of the grading rubric) . . .
1. Content and argument:
 - a. Detail a clear thesis (the view that your paper supports).
 - Example of a thesis statement: the Emergent church movement is an authentic Christian way of being the church in a postmodern and post-Christian culture.
 - b. Describe your topic.
 - c. Write an essay that coherently demonstrates your view.
 - d. Detail major alternatives and/or criticisms and interact with them vis-à-vis your view.
 2. Presentation:
 - a. Write a stylistically clean and academic paper—e.g., you should avoid excessive first-person discourse, colloquialisms (academic is different than conversational voice), passive voice (use active).
 - b. Use and document a *minimum* of fifteen scholarly resources.
 - c. Accurately document sources according to the College's Style Guide.
 - d. Paper length: 20–25 pages. Not to exceed 7,000 words.
 - e. Provide a bibliography (list only the books cited in the footnotes of the paper).
 - f. Use footnotes.
- D. Guidelines for the Paper Presentation:
- Note: depending on class size, PhD/MA may meet separately with the professor to discuss papers.

1. Time:
The paper presentation takes a thirty-minute segment of the class. Each presentation includes two parts:
 - a. The paper presentation (15–20 minutes)
 - b. The response and facilitation, which is led by another student (10 minutes, see below for more details on the response and facilitation).
2. Presentation content:
You should articulate the paper's thesis, topic, and argument. You can use PowerPoint, etc. if you wish. The purpose of this assignment is to give you experience with presenting papers as might at an academic conference. You should prepare and present your paper for that type of venue. I encourage you to consider presenting your paper for this class at a conference and/or the Theological Research Seminar of the Divinity College.

III. Response and Facilitation (due day of presentation):

- A. Purpose:
Provides experience in responding to and moderating academic presentations and discussions, such as one might do at an academic society meeting.
- B. Description:
Each student *prepares a critique* and *facilitates a discussion* of a thesis paper presentation.
 1. The critique:
 - a. Remember to be charitable; not only Christian, but since academia is a small guild, it is self-preservation.
 - b. Critical (includes highlighting and discussing problems *and* strengths):

The critique should explore the following sorts of issues:
 - Does the paper have a thesis?
 - Does the content develop and support the thesis?
 - Does it use appropriate sources?
 - Does it interact with the relevant secondary literature?
 2. The discussion:
You should keep the presentation to time limit and effectively manage student discussion (do not let one person dominate the interaction; move on to a new issue if discussion begins to go off on tangents and run down rabbit trails). Be sure to elicit comments from all people present. You might want to have some prepared questions and discussion prompts to facilitate the initial discussion.

C. Guidelines for Facilitator:

1. The presentation and discussion typically include the following items:
 - a. Presenter presents the paper: approximately twenty minutes.
 - b. Response: approximately ten minutes.
You can go through point by point as a monologue or start by raising and offering your thoughts on the paper's primary contributions and arguments and invite discussion based on your remarks and interaction with the paper and then so forth through the rest of the points you have identified.
 - c. Class discussion of the paper and response: approximately five to ten minutes.
2. A written submission/outline is not required but is encouraged as it may be beneficial to other students in the course.

IV. Lecture & Syllabus: (due day of scheduled presentation):

A. Purpose:

This assignment provides experience *preparing* a syllabus and *delivering* a lecture for teaching in an undergraduate setting. The preparation of the syllabus also fulfills one of the requirements of the Mastery Checklist.

B. Description:

You will prepare a syllabus and lecture on a topic related to the course topic. The lecture should be one of the lectures listed in your syllabus. You may use this assignment to investigate an area that will promote your research program (e.g., prepare for doctoral comprehensive exams and MA thesis/PhD dissertation topics). You should, however, *gear the syllabus and the lecture toward an undergraduate audience.*

C. Guidelines:

1. Research:
 - a. Research for the lecture and syllabus development will account for the supplemental reading for research degree students (approximately 5,000-6,000 pages)
 - b. Documentation of reading:
Please provide an annotated bibliography of the reading consulted in the preparation of the lecture (the annotations for the texts should be about one paragraph—identify the key thesis and contributions of the text).
2. Lecture:

- a. The lecture should present and discuss the primary content points of the topic (or sub-topic)
- b. Lecture handouts/outlines and PowerPoint/Prezi are helpful, but not required
- c. Length:

The lecture and discussion will take either a thirty or fifty-minute period of the course, depending on final student numbers in the course.

D. Evaluation:

Grading of the lecture and discussion session will be based on the following . . .

1. Please submit to the professor a copy (electronic on Avenue to Learn) of the syllabus, the lecture notes, and annotated bibliography used to develop the lecture.
2. Does the lecture accurately present and discuss the topic?
3. Does the lecture engage in critical evaluation/discussion of the content?
4. Does the lecture highlight the transcendent value of the material—e.g., does it have value for contemporary Christian thought, life, and ministry?
5. Does the lecture facilitate student discussion?

V. Class Leadership & Participation:

A. Purpose:

A significant part of your future or current work will likely include teaching in an academic and/or church context. Taking a leadership role in the course will provide an opportunity to develop teaching skills for your current/future vocational work.

B. Description:

1. Group discussions:

- a. The course will have regular in-class group discussions of the assignments and readings.
- b. Advanced students will have the opportunity to facilitate these group discussions. You do not need to play the role of expert, but facilitate the discussion by asking questions, offering short insightful thoughts on the subject, and drawing on course readings that will relate to the discussion and spark group discussion.

2. De-brief meetings:
 - a. Advanced students will meet three times (probably weeks four, nine, and twelve) during the semester with the professor to discuss teaching style, content, purpose of chosen content, rationale of approach, experience leading the group discussions, evaluation of lectures, etc.
 - b. I envision these meetings as times when we can prompt each other to consider and hone our teaching styles, approach to teaching the content for this course, and theological viewpoints
 - c. Length: approximately thirty minutes.