

MINISTRY AND EVANGELICAL THOUGHT

MA: TH 6XV6

PhD: CHTH G125-C02

McMaster Divinity College

Winter Semester 2024

Monday, 11:00am - 12:50pm

Instructor: Gordon L. Heath

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COURSE DESCRIPTION:

The purpose of this course is to explore how evangelicals have both thought 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*
- 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.

All required textbooks for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416-620-2934 or 416-668-3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours. Of course, you can purchase your books anywhere, but I encourage you to support our local bookstores.

RECOMMENDED TEXTS (but not required)

- 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.

ASSIGNMENTS:

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

GRADING:

Position Paper	20%
Seminar Leadership	30% (10% for each seminar)
Research Paper	40%
Participation	10%

GENERAL COMMENTS:

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting

work that is not one's own (regardless of the means of its production) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSV (2021), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

Online engagement does not require conformity to the MDC styleguide. Further instruction for online engagement will be provided in class.

Unless noted otherwise, submitted written assignments requires conformity to the MDC styleguide.

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 5% 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 and may not be returned at the same time as the papers submitted on the due date. Submit an electronic copy on the due date or a hard copy before the due date if you are unable to be in class on the due date because of a foreknown absence.

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*.
- Mark Noll. *Jesus Christ and the Life of the Mind*.
- <http://chronicle.com/free/v54/i35/35b01201.htm>

• **Research Paper**

This twenty-page paper focuses on a variety of inter-related topics. First, it is a biographical study of a prominent evangelical. 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's 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.

• **Seminars (Students will present three short seminar sessions)**

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

Presentation: Students are required to lead class seminars. Time for presentation will be determined by the number of students in the course. 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 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 they 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.

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

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

CLASS SCHEDULE:

The professor will provide lectures and discussions in the early weeks, giving time for students to get oriented to the course and ready for student-led seminars and research paper.

Jan 8	Introduction to Course
Jan 15	Birth and Growth of Evangelicalism 1 Reading: Noll, Wolfe
Jan 22	Birth and Growth of Evangelicalism 2 Reading: Bebbington, Treloar
Jan 29	Position Papers: Evangelicals and the Academy <i>*Personal Position Papers Due</i>
Feb 5	Birth and Growth of Evangelicalism 3 Reading: Stanley
Feb 12	Seminar #1 <i>*First Student Seminar Due</i>
Feb 19	Reading Week – No Class
Feb 26	Seminar #2 <i>*Second Student Seminar Due</i>
Mar 5	Seminar #3 <i>*Third Student Seminar Due</i>
Mar 12	TBD
Mar 19	Research Paper Presentations <i>*Research Papers Due*</i>
Mar 26	Research Paper Presentations
Apr 2	Future Trends and Possibilities

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.