



The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development, and vocational formation.

I. Faculty Information



Name: Dr. Clement Wen

Office hours: Room 210, M/T 11:00-13:00 or by appointment
(Zoom appointments are also available by request)

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II. Course Description

Evangelical Theology as a recognized movement arising within the English-speaking world and expanding throughout the globe has its own particular history and ideational nuances. This course seeks to survey Evangelicalism's historical roots and development as well as its general but also diverse trajectories of thought, all the while also critically and constructively engaging both towards renewal and reappropriation of the tradition for the 21st century (and beyond). Course delivery will be through in-person lectures and discussions that are synchronously live-streamed.

III. Course Objectives

With respect to MDC's transformational paradigm of "Knowing...Being...Doing," by the end of the course, students will:

Knowing (K)

- Demonstrate a working knowledge of essential figures, themes, concepts, ongoing debates and discussions, and practical life and ministry implications regarding Evangelical Theology as a lived Christian tradition with particular historical roots.

Being (B)

- Cultivate further awareness of the limits of one's own theological positions, so as to be self-aware of the continual need for humility and a pastoral dialogical posture with regard to theological engagement, even while having the courage to maintain theological convictions.
- Appropriate such developing convictions about Evangelical Theology to oneself so as to "be transformed by the renewing of your mind" (cf. Romans 12:2).

Doing (D)

- Use their own words to explain relevant concepts and their significance concerning Evangelical Theology in its various expressions.
- Engage critically and constructively with the essential discussions and themes which have to do with the aforementioned theological loci towards the renewal and reappropriation of Evangelical Theology for the 21st century (and beyond).

IV. Course Resources

All required and recommended books 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.

While students are strongly encouraged to purchase the required books for the course, I have made every effort to ensure that all of the required readings chosen are available full text through McMaster Divinity College's different online databases (or by way of other free resources that are available online). A select bibliography of recommended resources can also be found below.

Required Readings

Boyd, Gregory A. and Paul Rhodes Eddy, *Across the Spectrum: Understanding Issues in Evangelical Theology*. 3rd ed. Grand Rapids, MI: Baker, 2022. [DTL]

Lewis, Donald M. and Richard V. Pierard, eds. *Global Evangelicalism: Theology, History and Culture in Regional Perspective*. Downers Grove, IL: InterVarsity Press, 2014. [DTL]

Naseli, Andrew David and Collin Hansen, eds. *Four Views on the Spectrum of Evangelicalism*. Counterpoints: Bible and Theology. Grand Rapids, MI: Zondervan Academic, 2011. Includes contributions and responses from Kevin T. Bauder on Fundamentalism, R. Albert Mohler on Conservative/Confessional Evangelicalism, John G. Stackhouse, Jr. on so-called Generic Evangelicalism, and Roger E. Olson on Postconservative Evangelicalism. [DTL]

Noll, Mark A., David W. Bebbington, and George M. Marsden, eds. *Evangelicals: Who They Have Been, Are Now, and Could Be*. Grand Rapids, MI: Eerdmans, 2019. [DTL]

*At the discretion of the instructor, other shorter journal- or chapter(s)-length readings might be assigned for specific weeks as the semester progresses.

Recommended Resources

Atherstone, Andrew and David Ceri Jones, eds. *The Routledge Research Companion of the History of Evangelicalism*. London: Routledge, 2019. [DTL]

- Bebbington, David W. *Evangelicalism in Modern Britain: A History from the 1730s to the 1980s*. London: Unwin Hyman, 1989. [\[Mills Library\]](#)
- Bebbington, David W. *The Evangelical Quadrilateral: Characterizing the British Gospel Movement*. Waco, TX: Baylor University Press, 2021. [\[DTL\]](#)
- Bebbington, David W. and Mark A. Noll, eds. *History of Evangelicalism Series: People, Movements and Ideas in the English-Speaking World*. 5 vols. Downers Grove, IL: IVP Academic, 2004-2017. [\[DTL\]](#)
- Vol. 1: Mark A. Noll, *The Rise of Evangelicalism: The Age of Edwards, Whitefield, and the Wesleys* [\[DTL\]](#)
 - Vol. 2: John Wolffe, *The Expansion of Evangelicalism: The Age of Wilberforce, More, Chalmers, and Finney* [\[DTL\]](#)
 - Vol. 3: David W. Bebbington, *The Dominance of Evangelicalism: The Age of Spurgeon and Moody* [\[DTL\]](#)
 - Vol. 4: Geoffrey R. Treloar, *The Disruption of Evangelicalism: The Age of Torrey, Mott, McPherson and Hammond* [\[DTL\]](#)
 - Vol. 5: Brian Stanley, *The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott*. [\[DTL\]](#)
- Carter, Heath W. and Laura Rominger Porter, eds. *Turning Points in the History of American Evangelicalism*. Grand Rapids, MI: Eerdmans, 2017. [\[DTL\]](#)
- Coleman, Simon and Rosalind I. J. Hackett, eds. *The Anthropology of Global Pentecostalism and Evangelicalism*. New York: New York University Press, 2015. [\[DTL\]](#)
- Green, Gene L., Stephen T. Pardue, and K. K. Yeo, eds. *Majority World Theology: Christian Doctrine in Global Context*. Downers Grove, IL: InterVarsity Press, 2020. [\[DTL\]](#)
- Grenz, Stanley J. *Renewing the Center: Evangelical Theology in a Post-Theological Era*. 2nd edition. Grand Rapids, MI: Baker Academic, 2006. [\[DTL \(1st edition\)\]](#)
- Grenz, Stanley J. *Revisioning Evangelical Theology: A Fresh Agenda for the 21st Century*. Downers Grove, IL: InterVarsity Press, 1993. [\[DTL\]](#)
- Hindmarsh, D. Bruce. *The Spirit of Early Evangelicalism: True Religion in a Modern World*. Oxford: Oxford University Press, 2018. [\[DTL\]](#)
- Hutchinson, Mark and John Wolffe. *A Short History of Global Evangelicalism*. Cambridge: Cambridge University Press, 2012. [\[DTL\]](#)
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. 3rd edition. Oxford: Oxford University Press, 2011. [\[DTL\]](#)
- Larsen, Timothy, ed. *Biographical Dictionary of Evangelicals*. Downers Grove, IL: InterVarsity Press, 2003. [\[DTL\]](#)
- Larsen, Timothy and Daniel J. Treier, eds. *The Cambridge Companion to Evangelical Theology*. Cambridge: Cambridge University Press, 2007. [\[DTL\]](#)

- Lewis, Donald M., ed. *The Blackwell Dictionary of Evangelical Biography*. 2 vols. Oxford: Basil Blackwell, 1995. [\[DTL\]](#)
- Marsden, George M. *Fundamentalism and American Culture: The Shaping of Twentieth-Century Evangelicalism 1870-1925*. Oxford: Oxford University Press, 1980. [\[DTL\]](#)
- Marsden, George M. *Understanding Fundamentalism and Evangelicalism*. Grand Rapids, MI: Eerdmans, 1991. [\[DTL\]](#)
- Martin, David. *Pentecostalism: The World Their Parish*. Oxford: Blackwell, 2002. [\[DTL\]](#)
- McDermott, Gerald R., ed. *The Oxford Handbook of Evangelical Theology*. Oxford: Oxford University Press, 2013. [\[DTL\]](#)
- Miller, Steven P. *The Age of Evangelicalism: America's Born-Again Years*. New York: Oxford University Press, 2014. [\[Mills Library\]](#)
- Noll, Mark A. *The Scandal of the Evangelical Mind*. Grand Rapids, MI: Eerdmans, 1994. [\[DTL\]](#)
- Noll, Mark A. *Jesus Christ and the Life of the Mind*. Grand Rapids, MI: Eerdmans, 2011; sequel to *The Scandal of the Evangelical Mind*. [\[DTL\]](#)
- Pardue, Stephen T. *Why Evangelical Theology Needs the Global Church*. Grand Rapids, MI: Baker Academic, 2023. [\[Mills Library\]](#)
- Porter, Stanley E. and Steven M. Studebaker, eds. *Evangelical Theological Method: Five Views*. Spectrum Multiview Books. Downers Grove, IL: IVP Academic, 2018. [\[DTL\]](#)
- Rah, Soong-Chan. *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*. Downers Grove, IL: InterVarsity Press, 2009. [\[DTL\]](#)
- Robert, Dana L. *Christian Mission: How Christianity Became a World Religion*. Hoboken, NJ: Wiley-Blackwell, 2009. [\[DTL\]](#)
- Sanneh, Lamin O. *Translating the Message: The Missionary Impact on Culture*. 2nd edition. Maryknoll, NY: Orbis, 2009. [\[DTL\]](#)
- Stackhouse, John G., Jr. *Evangelical Futures: A Conversation on Theological Method*. Grand Rapids, MI: Baker, 2000. [\[DTL\]](#)
- Stackhouse, John G., Jr. *Evangelicalism: A Very Short Introduction*. Oxford: Oxford University Press, 2022. [\[Mills Library\]](#)
- Stanley, Brian. *Christianity in the Twentieth Century: A World History*. Princeton, NJ: Princeton University Press, 2018. [\[DTL\]](#)
- Stanley, Brian, ed. *Missions, Nationalism, and the End of Empire*. Grand Rapids, MI: Eerdmans, 2004. [\[Mills Library\]](#)
- Stiller, Brian C., Todd M. Johnson, Karen Stiller, and Mark Hutchinson, eds. *Evangelicals around the World: A Global Handbook for the 21st Century*. Nashville, TN: Thomas Nelson, 2015. [\[Mills Library\]](#)

- Sutton, Matthew Avery. *American Apocalypse: A History of Modern Evangelicalism*. Cambridge, MA: Belknap-Harvard University Press, 2014. [\[DTL\]](#)
- Swallow Prior, Karen. *The Evangelical Imagination: How Stories, Images & Metaphors Created a Culture in Crisis*. Grand Rapids, MI: Brazos Press, 2023. [N/A]
- Walls, Andrew. *The Missionary Movement in Christian History: Studies in the Transmission of Faith*. Maryknoll, NT: Orbis, 1996. [\[DTL\]](#)
- Ward, W. R. *The Protestant Evangelical Awakening*. Cambridge: Cambridge University Press, 1992. [\[DTL\]](#)
- Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World*. Grand Rapids, MI: Baker, 1999. [\[DTL\]](#)
- Yong, Amos. *The Future of Evangelical Theology: Soundings from the Asian American Diaspora*. Downers Grove, IL: IVP Academic, 2014. [\[DTL\]](#)

V. Course Grading Scale and Activity/Assignment Weights

Grading Scale

Percent Grade	*Letter Grade	Grade Point (12pt scale)	Grade Point (4pt scale)	Grading Guidelines
90–100	A+	12	4.0	for work displaying mastery of the subject matter, creativity, and individualized integration of insights and their relationship(s)
85–89	A	11	4.0	
80–84	A-	10	3.7	
77–79	B+	9	3.3	for work displaying a good level of competence and comprehension
73–76	B	8	3.0	
70–72	B-	7	2.7	
67–69	C+	6	2.3	for work which meets basic course requirements but demonstrates a low level of comprehension
63–66	C	5	2.0	
60–62	C-	4	1.7	
57–59	D+	3	1.3	for work that falls below minimum standards
53–56	D	2	1.0	
50–52	D-	1	0.7	
0–49	F	0	0	unsatisfactory work and/or failure to meet course requirements

*Note that in order to earn credit for this course, you must pass with a grade higher than a D+ (i.e., C- or better). Please see the appropriate handbook for more information about the grading scale, esp. if you are an Advanced Elective (e.g., DPT) student.

Assignment Category Weights

Category	Weight
Class Attendance and Participation	10%
Reading Log	10%
History Paper	35%
Theology OR Ministry Paper	35%
Oral Presentation of Research	10%
	100%

VI. Course Requirements and Expectations

Advanced Elective Students: Students taking this course for Advanced Elective credit (e.g., DPT) will be provided with a syllabus supplement outlining additional requirements that they must meet to receive credit towards their degree program. Advanced Elective students can expect their course requirements to include doctoral levels of reading and research-supported writing, as well as a presentation of their research in a format appropriate to the course. For any questions about what to expect for Advanced Elective requirements in this particular course, please contact the course instructor. **Note:** The syllabus supplement will be made available no sooner than ten days after enrollment in the course. Advanced Elective students are encouraged to register for this course as early as possible so as to ensure that they are made aware of their course requirements well in advance of the course start date.

Expectations and Requirements for ALL STUDENTS Regardless of Program or Specialization

– Class Attendance and Participation (10% of Final Grade)

As graduate-level students, you will be expected to attend all classes in person and actively participate in the interactive portions of the course. By way of in-class lectures and discussion, this component of the course incorporates all three categories of our course objectives as knowledge is built upon (K), the transformational cultivation of both humility and courage of conviction is exemplified in our interactions (B), and as the use of one's own words to express theological ideas and their significance as well as to critically and constructively engage in theological discussion is practiced (D). Due to the give-and-take nature of theological discussions, it is inevitable that there will be differing opinions that are held and expressed. While students (and instructor) are allowed to sincerely express their honest views, it is expected that such will be done respectfully, especially amidst instances of controversy and/or disagreement. As the course instructor, it is my responsibility to manage the classroom environment so that the classroom is a safe place for respectful theological conversation. In instances where an individual is dominating the discussion, I also reserve the right to ask them to take a step back for the purpose of allowing others ample opportunity to participate. Students who violate our classroom guidelines may be dismissed from class.

– Reading Log (10% of Final Grade)

To meet the objective of developing the desired working knowledge of essential figures, themes, concepts, and ongoing debates and discussions regarding Evangelical Theology (K), students are required to read the "Required Readings" that have been assigned above. On their honor, they will fill out a "Reading Log" form (essentially, a check-list provided by the instructor via the course's [A2L](#) site) prior to **this assignment's deadline (10:00pm on Friday, April 4, 2025)**. The "Reading Log" can be submitted in any desired format (e.g., MS Word .doc or .docx, PDF, JPEG, etc.) using the course's [A2L](#) site.

- *Oral Presentation of Research, Option #1 (10% of Final Grade)*
- *History Paper (35% of Final Grade)*

A critical-constructive research paper of 3,000-4,000 words which meticulously follows the [MDC style guide](#) can be on anything that is of interest to the student so long as it has something to do with an aspect of Evangelicalism's theological **history** and so long as it clearly argues a main thesis from beginning to end (with a proper "thesis statement" explicitly included in the introduction section of the paper). Examples: The "History Paper" can be about a specific figure or movement (e.g., denominational, country-specific, regional, etc.) from Evangelical Theology's history and how such continues to impact certain trajectories of the Evangelical tradition today; or the paper can be a historical or historiographical analysis of some ideational or socio-cultural aspect of Evangelical Theology.

The "History Paper" assignment fulfills the course objectives of demonstrating key knowledge (K), allowing transformational opportunity to further cultivate a humble theological posture, yet at the same time maintaining courage of theological convictions (B), and the use of one's own words to explain theological content and its significance while also entering into critical and constructive engagement with that content (D).

While a more comprehensive list of suggested topics for this research paper will be provided via [A2L](#), *students who wish to write about something else should ask me for permission prior to writing the paper or its proposal*. Along such lines, research questions should be framed in a way that leads to argumentation (e.g., "What theological influences led to Billy Graham's practice of evangelism at his crusade events, in what ways is his legacy still theologically and ministerial influential, and how are we to evaluate all of this?") rather than merely description (e.g., "What did Billy Graham do at his crusade events?").

In terms of program specializations, the following are examples of research questions which can be written about:

- CC: From a historical standpoint, critically and/or constructively discuss the Evangelical tradition's influence upon culture (e.g., North American) when it comes to some aspect of its development and/or thought.
- CW: From a historical standpoint, critically and/or constructively analyze the worldview of a particular Evangelical figure or movement in a way that highlights their positive and/or negative implications for Christian faith and practice in our contemporary world.
- PS: Choose a historical figure from within the Evangelical tradition and critically and/or constructively engage with that figure in a way that highlights how their contribution(s) are worthy of further being emulated and built upon when it comes to ministerial practice today.

For professional students, a *minimum* of 8-10 academic sources should be consulted (e.g., peer-reviewed books, chapters from edited volumes, journal articles, etc., and not devotional books, blog posts, Wikipedia, etc.) and along with footnotes, a full bibliography is to be included at the end of the paper which is inclusive of every source cited within the paper while *not*

including sources which were not cited in the paper. (Research program students should consult a minimum of 18-20 academic sources.)

A “Research Paper Checklist” will be made available via the course’s [A2L](#) site and more information about this assignment will be given on the first day of class. In the meantime, please keep in mind the following key dates:

- **10:00pm on Friday, January 24, 2025:** a History Paper Proposal of at least one paragraph that speaks to your proposed research question, tentative thesis statement, and motivation for research is to be submitted via the course’s [A2L](#) site along with a tentative bibliography at the end of the same document.
- **10:00pm on Friday, February 14, 2025:** a full first draft of the History Paper is due via the course’s [A2L](#) site so that I have the opportunity to give you formative feedback along with an initial grade for the assignment.
- **Tuesdays during class time on April 1 and April 8, 2025:** students will be assigned one of these two dates to orally present about *either* their History Paper or their Theology/Ministry Paper to others in the class. The grade given for the oral presentations will be based upon overall preparedness whose quality of presentation style and theological content reflects the course objectives of (K), (B), and (D) while staying within the allocated time limit.
- **10:00pm on Friday, April 4, 2025:** the final draft of the History Paper is due via the course’s [A2L](#) site for those interested in making revisions to their earlier submitted first draft, as per the formative feedback received.

– *Oral Presentation of Research, Option #2 (10% of Final Grade)*

– *Theology OR Ministry Paper (35% of Final Grade)*

A critical-constructive research paper of 3,000-4,000 words which meticulously follows the [MDC style guide](#) can be on anything that is of interest to the student so long as it has something to do with **a theological or ministerial theme** from within Evangelical Theology and so long as it clearly argues a main thesis from beginning to end (with a proper “thesis statement” explicitly included in the introduction section of the paper).

The Theology/Ministry Paper assignment fulfills the course objectives of demonstrating key knowledge (K), allowing transformational opportunity to further cultivate a humble theological posture, yet at the same time maintaining courage of theological convictions (B), and the use of one’s own words to explain theological content and its significance while also entering into critical and constructive engagement with that content (D).

While a more comprehensive list of suggested topics for this research paper will be provided via [A2L](#), *students who wish to write about something else should ask me for permission prior to writing the paper or its proposal*. Along such lines, research questions should be framed in a way that leads to argumentation (e.g., “Of the known contemporary proposals, which Evangelical theological method is most convincing when it comes to staying faithful to Scripture while at the same time honoring the Christian past and finding connection in a

relevant way to our contemporary era, and why?") rather than merely description (e.g., "What is Kevin Vanhoozer's theological method?").

In terms of program specializations, the following are examples of research questions which can be written about:

- CC: Critically and constructively engage with some aspect of contemporary culture or Evangelical sub-culture from a theologically informed perspective.
- CW: Critically and constructively evaluate how differing views of the Millennium within Evangelicalism have shaped Christian worldview for better and for worse. Which way forward is best and why?
- PS: Critically and constructively evaluate the different proposals regarding an Evangelical doctrine of Scripture and revelation. How does having a healthy doctrine of Scripture effect or inform ministerial practice, and vice-versa?

For professional students, a *minimum* of 8-10 academic sources should be consulted (e.g., peer-reviewed books, chapters from edited volumes, journal articles, etc., and not devotional books, blog posts, Wikipedia, etc.) and along with footnotes, a full bibliography is to be included at the end of the paper which is inclusive of every source cited within the paper while *not including* sources which were not cited in the paper. (Research program students should consult a minimum of 18-20 academic sources.)

A "Research Paper Checklist" will be made available via the course's [A2L](#) site and more information about this assignment will be given on the first day of class. In the meantime, please keep in mind the following key dates:

- **10:00pm on Friday, February 21, 2025:** a Theology/Ministry Paper Proposal of at least one paragraph that speaks to your proposed research question, tentative thesis statement, and motivation for research is to be submitted via the course's [A2L](#) site along with a tentative bibliography at the end of the same document.
- **10:00pm on Friday, March 21, 2025:** a full first draft of the Theology/Ministry Paper is due via the course's [A2L](#) site so that I have the opportunity to give you formative feedback along with an initial grade for the assignment.
- **Tuesdays during class time on April 1 and April 8, 2025:** students will be assigned one of these two dates to orally present about *either* their History Paper or their Theology/Ministry Paper to others in the class. The grade given for the oral presentations will be based upon overall preparedness whose quality of presentation style and theological content reflects the course objectives of (K), (B), and (D) while staying within the allocated time limit.
- **10:00pm on Friday, April 4, 2025:** the final draft of the research paper is due via the course's [A2L](#) site for those interested in making revisions to their earlier submitted first draft, as per the formative feedback received.

VII. Tentative Course Schedule (subject to change)

Week	Dates	Topic	Readings and Assignments
1	Jan 7, 2025	Course Introduction	
2	Jan 14, 2025	History of Evangelical Theology (1): 18 th Century	Noll/Bebbington/Marsden
3	Jan 21, 2025	History of Evangelical Theology (2): 19 th Century	Noll/Bebbington/Marsden History Paper Proposal Due (1/24 at 10:00pm)
4	Jan 28, 2025	History of Evangelical Theology (3): 20 th Century	Noll/Bebbington/Marsden
5	Feb 4, 2025	Contemporary Trajectories (1)	Lewis/Pierard
6	Feb 11, 2025	Contemporary Trajectories (2)	Lewis/Pierard History Paper First Draft Due (2/14 at 10:00pm)
7	Feb 18, 2025	No Class – Reading Week	Theology OR Ministry Paper Proposal Due (2/21 at 10:00pm)
8	Feb 25, 2025	Evangelical Theological Debates (1): Method, Scripture and Revelation	Boyd/Eddy; Naseli/Hansen
9	Mar 4, 2025	Evangelical Theological Debates (2): Doctrine of God	Boyd/Eddy; Naseli/Hansen
10	Mar 11, 2025	Evangelical Theological Debates (3): Christology and Salvation	Boyd/Eddy; Naseli/Hansen
11	Mar 18, 2025	Evangelical Theological Debates (4): Holy Spirit and Salvation	Boyd/Eddy; Naseli/Hansen Theology OR Ministry Paper First Draft Due (3/21 at 10:00pm)
12	Mar 25, 2025	Evangelical Theological Debates (5): Holy Spirit and Ministry, Eschatology	Boyd/Eddy; Naseli/Hansen
13	Apr 1, 2025	Student Paper Presentations (1)	Reading Log, History Paper Final Draft, Theology/Ministry Paper Final Draft Due (4/4 at 10:00pm)
14	Apr 8, 2025	Student Paper Presentations (2) Course Conclusion	

VIII. Course Policies.

It is the responsibility of the student to consult the student handbook(s)/catalogue for additional institutional policies.

Submission of Assignments – Unless otherwise indicated, all assignments are to be submitted via the [A2L](#) platform in MS Word (.docx) format so that I am more easily able to provide comments and feedback. Assignments submitted in PDF format may receive less comment and feedback. All written assignments will be run through TurnItIn (a plagiarism checking software).

Late Assignments – “Late” is defined as any time after the above stated deadlines (e.g., if the stated deadline is 10:00pm, 10:01pm on the same day counts as “one day late”; 10:01pm on the next day counts as “two days late,” etc.). Assignments will be penalized 5 points per day late.

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, <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>. Failure to observe appropriate form will result in points/grade reductions.

Illness Policy – If you need to miss any part of the course due to illness, please contact me as soon as possible so as to ensure that you do not get behind with regard to the course content (and, where applicable, especially when assignments are due).

Academic Honesty – 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, including AI) 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.

A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you “tidy up” your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content *as if you created it* is considered plagiarism (i.e., submitting work that is not one’s own as if it is one’s own) and is a violation of the academic honesty policy.

AODA – 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.

Gender Inclusive Language – 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: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

Disclaimer – © 2024–2025 by Clement Yung Wen and MDC. This syllabus is the property of the instructor and MDC. It 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. Students will be kept apprised of any changes.