



## Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

### ***Course Identification***

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Course Number : WYT2121HF  
Course Name: Introduction to Evangelical Theology  
Campus: St. George (Online)

### ***Instructor Information***

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Instructor: Lane Scruggs Teaching Assistant: N/A  
E-mail: [lane.scruggs@mail.utoronto.ca](mailto:lane.scruggs@mail.utoronto.ca) E-mail: N/A  
Office Hours: by appointment via Zoom or Phone

### ***Course Prerequisites or Requisites***

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This is an online course. Students need good computer access as well as the ability to participate in the class several times a week. Class participation will be on-line, and the timely participation of all students helps to create an environment of safety and collegiality. Late posts for the on-line discussions will not be accepted.  
Recommended: WYT1101H Systematic Theology I and WYT2101H Systematic Theology II

### ***Course Description***

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This course is an exploration of the historical rise of the broad evangelical movement and its internal theological particularities. The course will focus on material from the Great Awakening in America and the British Isles in the 18th centuries through to the profusion of evangelical expressions in contemporary global Christianity. Questions of evangelical identity and coherence will be discussed as well as recent theological tensions within global evangelicalism.

The course begins with some of the sources of the proto-evangelical movement and then to an examination of the transatlantic identity of early evangelicalism. The middle of the course focuses largely on the North American character and theology of the movement from the 19<sup>th</sup> and 20<sup>th</sup> centuries and then finishes with the global dispersion of evangelicalism from the mid-20<sup>th</sup> century on. The goal of the course is to provide a sympathetic-but-critical introduction to the modern evangelical movement to those students who are unfamiliar with it and to provide a trans-denominational perspective for students well-versed in one particular expression of the movement. The course is set-up as an historical survey that looks closely at the theological underpinnings and assumptions of evangelicals.

### ***Course Methodology***

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The course will consist of video-taped lectures, video interviews, online group discussion, book review, reflection paper, and a research paper.

## Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<b>By the end of this course, students</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)</b>
• Will have a working definition of "Evangelical" from historical and theological points of view;	• Lecture(s): 1, 6, 7. • Assignment 2, 3, and 5 • Primary Readings	<b>MTS:</b> 1.4, 1.5 <b>MDiv:</b> 1.4, 1.5
• Will have a nuanced and sensitive grasp of the variation of evangelical groups and where they fit in the wider Christian tradition;	• Lecture(s): Lectures 6-12 • Assignment 4 • Primary Readings	<b>MTS:</b> 1.5 <b>MDiv:</b> 1.5
• Will have participated in a Christian community other than their own in worship and have sympathetically and critically reflected on the experience	• Assignment 4	<b>MTS:</b> 1.5, 3.1 <b>MDiv:</b> 1.5, 3.3
• Will have engaged in cooperative learning through group discussion	• Online Lecture Response • Assignment 1	<b>MTS:</b> 2.3, 3.1 <b>MDiv:</b> 2.2, 3.3
• Will be equipped to not only trace historical narratives of evangelicalism, but also to predict their trajectories within current trends of evangelical theology	• Entire Course • Assignment 1, 2, 3, 5	<b>MTS:</b> 1.5 <b>MDiv:</b> 1.5

## Course Resources

### Required Course Texts

The required texts are available for purchase through the U of T Bookstore.

- Thomas S. Kidd, *Who is an Evangelical*. Yale University Press. New Haven, CT: 2019.
- Hutchinson, Mark, and John Wolffe. *A Short History of Global Evangelicalism*. Cambridge [England]: Cambridge University Press, 2012.

### Recommended Texts

- Larsen, Timothy, and Daniel J. Treier. *The Cambridge Companion to Evangelical Theology*. Cambridge: Cambridge University Press, 2007.

- McDermott, Gerald R. *The Oxford Handbook of Evangelical Theology*. New York: Oxford University Press, 2010.
- Stiller, Brian C., et al. *Evangelicals Around the World*. The World Evangelical Alliance, 2015.
- Atherstone, Andrew, and David Ceri Jones. *The Routledge Research Companion to the History of Evangelicalism*. New York, NY: Credo Reference, 2018.

## Course Website

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask Tom Power for further help.

## Class Schedule

Topic	Required Reading (done prior to week start date)	Assignment(s) Due	Guest Interview
<b>Week 1 – Sept. 14</b>  Introduction – Evangelical (mis)Identity	<b>Book Review Reading (ongoing)</b>	Lecture Reading Response (Blackboard Discussion)	
<b>Week 2 – Sept. 21</b>  Pre-history Pietist, Puritan, Presbyterian, and High Church Anglicans	<b>Book Review Reading (ongoing)</b> <b>H&amp;W (26-31)</b> <b>Kidd (8-27)</b> <u>Pietist Selections</u> (31-49, 117-127, 291-295) <u>Puritan Library</u> <a href="http://www.puritanlibrary.com/">http://www.puritanlibrary.com/</a> (Bunyan “Grace Abounding” §1-116; Sibbes “The Bruised Reed” p.6-12; Baxter “The Reformed Pastor” Part III, Art. 2 – On Being Effective; Watson	Lecture Reading Response (Blackboard Discussion)  Online Group Discussion Project (#1)	<b>Douglas Shantz</b>

	<p>"Puritan Gems" skim; Owen  "Communion with God" p.1-6)</p>		
<p><b>Week 3 – Sept. 28</b></p> <p>1<sup>st</sup> Great Awakenings  (Britain and America)</p>	<p><b>Book Review Reading (ongoing)</b>  <b>H&amp;W (32-54)</b></p> <p><u>Schwanda (Watts (32), Tennant (33), Whitefiled (73), Backus (172), More (243))</u></p> <p><u>Edwards "A Faithful Narrative" p.57-87</u></p> <p><u>John Wesley "A Plain Account" p.181-196</u></p>	<p>Lecture  Reading  Response  (Blackboard Discussion)</p>	<p><b>Michael Haykin</b></p>
<p><b>Week 4 – Oct. 5</b></p> <p>American Democratization  (2<sup>nd</sup> Great Awakening in America)</p>	<p><b>Book Review Reading (ongoing)</b>  <b>H&amp;W (55-85; skim 86-116)</b></p> <p><b>Kidd (28-50)</b></p> <p><u>Finney – "Lectures on Revivals of Religion" (p.8-30)</u></p> <p><u>Hodge "The Way of Life" (p. 293-319)</u></p> <p><u>Evangelical Alliance (skim)</u></p> <p><u>Bushnell – "Christian Nurture" (p. 7-18)</u></p>	<p>Lecture  Reading  Response  (Blackboard Discussion)</p>	<p><b>James Pedlar</b></p>
<p><b>Week 5 – Oct. 12</b></p> <p>Modernist Controversy</p>	<p><b>Book Review Reading (ongoing)</b>  <b>H&amp;W (117-178)</b></p> <p><b>Kidd (51-73)</b></p> <p><u>Hankins Selections PDF</u></p>	<p>Lecture  Reading  Response  (Blackboard Discussion)</p>	<p><b>Marion Taylor</b></p>
<p><b>Week 6 – Oct. 19</b></p> <p>Splintering, diffusion, and</p>	<p><b>Book Review Reading (ongoing)</b>  <b>H&amp;W (179-208; skim 209-243)</b></p> <p><b>Kidd (74-93)</b></p> <p><u>Henry "Uneasy Conscience"</u></p> <p><u>Lausanne 1974 (Skim)</u></p>	<p>Lecture  Reading  Response  (Blackboard Discussion)</p>	<p><b>Bishop Josiah</b></p>

increasing globalization	<u>NAE Document (Skim)</u> <u>World Congress on Evangelism (Berlin 1966) (Skim)</u>		
<b>October 26, 2015</b>	<b>Reading Week</b>	<i>Book Review (Oct. 30)</i>	
<b>Week 7 – Nov. 2</b>  Neo-Orthodox, Postliberals, and the Reformed Conservatism	<u>Lindbeck “Nature”;</u> <u>Barth “Evangelical”;</u> <u>McGrath “Evangelical/Postliberal”;</u> <u>Grenz &amp; Olson “Bernard Ramm”;</u> <u>D.G. Hart “Deconstructing”;</u> <u>Smith “Conversion” (skim)</u>		<b>Joseph Mangina</b>
<b>Week 8 – Nov. 9</b>  Evangelicals and Ethics	<b>Hankins (152-162, 177-216)</b> <u>Bloesch “Freedom”;</u> <u>Grenz “Moral”;</u> Carroll and Bock “Oxford Handbook” [online link]; <u>Sider “Depth of the Scandal” in <i>Evangelical Conscience</i> (skim);</u> <u>O’Donovan “Ressurrection”</u>	Online Group Discussion Project (#2)	<b>Bubba Choi</b>
<b>Week 9 – Nov. 16</b>  Modern Political/Cultural Involvement	<b>H&amp;W (244-259, 275-281)</b> <b>Kidd (94-120; skim 121-156)</b> <u>Wilson “Correcting Misconceptions”;</u> <u>Noll “Canadian Counterpoint” (skim);</u> <u>Offutt “New Centers”;</u> <u>Watson “Christian Coalition”;</u> <u>Lindsay “Faith in the Halls”;</u> <u>Swartz, “Global Reflex”;</u>		<b>Ephraim Radner</b>

	<u>Carpenter, "New Social Engagement"</u>		
<b>Week 10 – Nov. 23</b>  From the "Mega Church" to the "House Church" – Evolving Evangelism and Ecclesiology	<b>H&amp;W (259-274)</b>  <u>Guder, "Missional" in <i>Community of the Word</i>;</u>  <u>Chan, "Intro" in <i>Liturgical Theology</i>;</u> <b>OR</b> <u>Van Dyk, "The Church in Evangelical Thought and Practice" in <i>The Cambridge Companion to Evangelical Theology</i></u>  <u>Byassee, "Emerging from What?" in <i>Ancient Faith</i></u>  <u>Beaton, "Reimagining the Church" in <i>Stackhouse Evangelical Ecclesiology</i></u>  Tim Keller Video (Blackboard Link)	Online Group Discussion Project (#3)	<b>John Bowen</b>
<b>Week 11 – Nov. 30</b>  Modern Ecumenical Impulses	<u>Morgan, "Theology of Unity"</u> <u>Abraham "Oxford Handbook";</u> <u>Fackre "Ecumenical and Evangelical" in <i>Sawdust</i>;</u> <u>Thompson "Evangelicalism and Ecumenism";</u> <u>Allison, "Roman Catholic Theology";</u>		<b>Monique Ingalls</b>
<b>Week 12 – Dec. 7</b>  Evangelical Ressourcement	<u>Buschart &amp; Eilers, "Theology as Retrieval";</u> <u>Hall "Ancient Voices" in Kalantzis &amp; Tooley, <i>Evangelicals and the Early Church</i>;</u> <u>Boersma "Heavenly Participation";</u> <u>Haykin "Fathers";</u> <u>The Chicago Call;</u> <u>McGrath "Oxford Handbook" [online link];</u>	Online Group Discussion Project (#4)  Field-trip Theological Reflection (2 Page)  <i>Interview Review (3-4 Pages)</i>	<b>Simon Chan</b>

	<u>Harmon, "Problem of the Magisterium" in George <i>Evangelicals and Nicene Faith</i>;</u>  <u>Stackhouse "Evangelical Theology should be Evangelical"</u>  <u>Worthen "Apostles of Freedom":</u>		
<b>Week 13 - Dec. 14</b>  Exam Due		Take-home Final Exam (Due Dec. 21)	

## *Evaluation*

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### Requirements

- Online Discussion Board** – This will include periodic group-based interaction using the Blackboard Discussion Board. The discussion topics will be based on the required reading and will be assigned 4 times through the semester. Students will be divided into groups of 4 and will be required to make an original post (250–350 words) as well as respond to each of the other posts in their small group (100–200). One student will be responsible for summarizing the discussion for the rest of the groups to view at the end (<400 words). These discussion will take place every second week over the duration of the course. (25%)
- Online Lecture Response** – Weekly posts in response to the audio/powerpoint lecture. Very briefly summarize the lecture, respond with at least one point of interest and one question. If it is workable, we will try to turn several of these into Zoom discussions instead. (20%)
- Book Review** – Three-page book review (750-1000 words) one of the following books and due at the end of Reading Week (20%):
  - Bruce Hindmarsh's *The Spirit of Early Evangelicalism*
  - Owen Strachan's *Awakening the Evangelical Mind*
  - Matthew Avery Sutton's *American Apocalypse*
- Two page (500 word) theological reflection** on "Field-Trip" experience to an Evangelical worship service that you have never been to before. To be confirmed with professor and due at the end of Week 9. (10%)
- Final Exam** – take-home 10–12 page (2500-3000 word) exam due at the end of Exam Week. (25%).

### Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good

70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### ***Policy on Assignment Extensions***

Basic Degree students are expected to hand in assignments by the date given in the course outline. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

### ***Policies***

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***Accessibility.*** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

***Plagiarism.*** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and



Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007).

**Course Evaluations.** At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs should be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## ***Bibliography***

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