



# CH425/625 History of Evangelical Christianity

QUEENSLAND THEOLOGICAL COLLEGE

## About this Unit Outline

This unit outline contains information essential to finding your way around the unit **History of Evangelical Christianity**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at [www.actheology.edu.au](http://www.actheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (see also the QTC Student Handbook) All essays should comply with these standards.

## Information about this unit

### Unit description

The unit *History of Evangelical Christianity* gives an overview of modern Church History, with a particular focus on evangelicalism within Britain and the USA. Movements in continental Europe are also given some attention where they have had a major impact on the English speaking world. Related developments in Australia are also considered to help students connect wider happenings with their own context, although only briefly as an entire unit is devoted to Australian Church History elsewhere in the QTC curriculum (CH409/609).

### Learning outcomes

#### CH425 Learning Outcomes

On completion of the unit, students will:

##### Know and Understand

- The major phases and developments in the history of Evangelical Christianity identified in the unit content
- The life and thought of selected key figures in the history of Evangelical Christianity

For the history of evangelical Christianity, Be able to:

- Discuss the impact of the social, political, religious and cultural context on evangelical beliefs, practices and movements
- Evaluate historical evidence using primary and secondary sources
- Present an analytical evidence-based argument or narrative

Be in a position to:

- Inform their theological studies with perspectives from the history of evangelical Christianity
- Apply perspectives from the history of evangelical Christianity to current issues in ministry and the contemporary world

#### CH625 Learning Outcomes

On completion of the unit, students will:

##### Know and Understand

- The major phases and developments in the history of Evangelical Christianity identified in the unit content
- The life and thought of selected key figures in the history of Evangelical Christianity
- Interpretations of the history of evangelical Christianity

For the history of evangelical Christianity, Be able to:

- Discuss the impact of the social, political, religious and cultural context on evangelical beliefs, practices and movements
- Evaluate historical evidence using primary and secondary sources
- Present an analytical evidence-based argument or narrative
- Discuss interpretations of the history of evangelical Christianity

**Be in a position to:**

- Inform their theological studies with perspectives from the history of evangelical Christianity
- Apply perspectives from the history of evangelical Christianity to current issues in ministry and the contemporary world
- Evaluate interpretations of the history of evangelical Christianity

## How this Unit Contributes to the Course

Whether we know it or not, Christianity today including evangelicalism has been decisively shaped by the massive shifts that have happened in the wider world over the past 300 years. Virtually all theological issues confronted by pastors in the early 21<sup>st</sup> Century, and most practical and apologetic ones as well, have a substantial pre-history in the many and varied issues that have faced evangelicals since the 18<sup>th</sup> Century. Today, theology, culture, and church culture are all in a highly complex and rapidly changing state that can only be understood in relation to how they have evolved in recent times – which is the main focus of this unit. The unit is therefore critical in helping to prepare students to do ministry effectively in the real world, and to continue to do this throughout a lifetime of ministry in which historical change will probably continue to happen at a bewildering speed. It also provides helpful background to modern theological debates, especially some of those considered in *Church Sacraments & Ministry* and *The Knowledge of God*.

## Pre-requisites and Co-requisites

CH425 is an advanced-level (400-level) elective unit in the ACT Bachelor of Theology, Bachelor of Ministry and Associate Degree of Theology. CH625 is an advanced-level (600-level) elective unit in the ACT Master of Divinity and Graduate Diploma of Divinity. The prerequisite is completion of a core foundation-level CH unit (at QTC, normally Early Church History). GradDipDiv students are exempt from this prerequisite. There are no required co-requisites or incompatible units.

At QTC, MDiv and BTh students are expected to complete three Church History (CH) units in their degree, normally *Early Church History*, *The Reformation in Europe and Britain*, and this unit. This is the order in which students would usually take these units. If you wish, you may go on to take *Australian Church History* (CH409/609) in your next year at college.

## How this unit is organized & what we expect of you

The unit is taught over a 13-week semester. There are three lectures each week, each of 50 minutes duration, primarily made up of lectures but also including other learning opportunities at points.

This unit is worth 4 credit points towards your degree. At Bachelor level, a 4 cp unit is considered to require a total time commitment of 6 – 8 hrs per week, and 7 - 9 hours at MDiv level.

Students are required to attend all lectures, complete any set pre-reading and complete all assessment tasks by the relevant due date.

## Teaching staff

Rev Dr Andrew Bain (Unit Coordinator)

Ph: 07 3149 3648

Email: [abain@qtc.edu.au](mailto:abain@qtc.edu.au) (email contact is usually better than phone)

Rev Douglas O'Donnell (Teaching on American Church History)

Ph: 07 3149 3652

Email: [dodonnell@qtc.edu.au](mailto:dodonnell@qtc.edu.au)

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3871 9348

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3871 9348

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding full-text articles, to request a chapter of a book or article emailed to you, to request a book posted to you, for help with logging into the library databases and catalogue, for help with how to renew a book for longer

P 07 3871 9346

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

COLLEGE WEEK	LECTURE TOPICS
WEEK 1	1. Introduction to the Unit, What we already know... 2 & 3. The emergence of the modern world: overview of European & US history & its global impact, c. 1650-1815
WEEK 2	1. Overview of modern history, 1815-1914 2. Roman Catholicism to 1789 & Jansenism 3. Continental Protestantism in the 17 <sup>th</sup> Century & Pietism
WEEK 3	1. Religion in Britain in the 17 <sup>th</sup> Century Part 1 2. Religion in Britain in the early 18 <sup>th</sup> Century 3. The beginnings of evangelicalism 1730s & 1740s
WEEK 4	1. John Wesley & Early Methodism 2. Methodism Matured 3. George Whitfield; British evangelical expansion outside of Methodism
WEEK 5	1. The impact of the Enlightenment & Romanticism on evangelicalism 2. The rise and character of Anglican Evangelicalism in Britain 3. The Oxford Movement
WEEK 6	Jonathan Edwards (Doug O'Donnell)
WEEK 7	American Church History Part 1 (Doug O'Donnell)
WEEK 8	American Church History Part 2 (Doug O'Donnell)
WEEK 9	1. The rise & development of theological liberalism, to c. 1850 2. Science, Religion & the Bible in the later 19 <sup>th</sup> Century Britain 3. Developments in theological liberalism in the late 19 <sup>th</sup> & early 20 <sup>th</sup> Century
MISSION WEEK AND HOLIDAYS	No Classes
WEEK 10	1. Evangelicals & High Churchmen in England c. 1850-1900 2. Scotland & English Nonconformity in the 19 <sup>th</sup> Century 3. Divisions in evangelicalism in the early 20 <sup>th</sup> Century
WEEK 11	1. The modern world: overview of developments since WWI 2. Karl Barth & Neo-orthodoxy Part 1

	3. Karl Barth & Neo-orthodoxy Part 2
WEEK 12	<ol style="list-style-type: none"><li>1. Roman Catholicism c 1800 – 1950</li><li>2. Roman Catholicism: Vatican II and beyond</li><li>3. Evangelicalism in the later 20<sup>th</sup> Century, impact of postmodernism</li></ol>
WEEK 13	<ol style="list-style-type: none"><li>1. Pentecostalism</li><li>2. The globalization of evangelicalism</li><li>3. Being evangelical today?</li></ol>

## CH425 Assessments

**Assessments are submitted online via Moodle.**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Essay</b></p> <p><b>2500 words</b></p> <p><b>50% of final grade</b></p>	<p><b>2500 word essay selected from one of the following topics:</b></p> <ol style="list-style-type: none"> <li>1. What kind of ideal was Richard Baxter setting forth in relation to the Protestant pastorate in his book, <i>Reformed Pastor</i>, and how does his work seek to promote this ideal in its historical context?</li> <li>2. What was William Carey seeking to achieve in writing his <i>Enquiry into the Obligations of Christians to use Means for the Conversion of the Heathens</i>? How does he try and accomplish this purpose in the work?</li> <li>3. What kind of view of revival was Charles Finney setting forth in his <i>Lectures on Revival</i> and how does his work seek to promote this view in its historical context?</li> <li>4. In his writings on the "Down Grade," what problems is C.H. Spurgeon seeking to address in the evangelical context of his day?</li> <li>5. What debates within evangelicalism is <i>the Chicago Statement on Inerrancy</i> addressing? What guidance does it offer on these questions?</li> </ol>
<p><b>Take-Home Exam:</b></p> <p><b>2500 words</b></p> <p><b>50% of final grade</b></p>	<p>You will answer three compulsory set questions (i.e. you will be required to answer all three questions), with each answer to be approximately 800-850 words in length (i.e. 2500 words in total)</p>

## CH625 Assessments

**Assessments are submitted online via Moodle.**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Essay</b></p> <p><b>3000 words</b></p> <p><b>50% of final grade</b></p>	<p><b>3000 word essay selected from one of the following topics:</b></p> <ol style="list-style-type: none"> <li>1. According to Jonathan Edwards in his work, <i>The Religious Affections</i>, what place do “the affections” have in the Christian life? What are good and bad ways of distinguishing between affections that are genuinely arising from true Christian faith, and those that are not? Assess the reasons Edwards gives for this.</li> <li>2. In his <i>Lectures to My Students</i>, what advice and encouragements does C.H. Spurgeon give to pastors, and what does this reveal about his understanding of the nature and challenges of the pastor’s role? (Note that in relation to this question you should concentrate on those of Spurgeon’s lectures which address pastors as pastors rather than the large number which deal with the practice and mechanics of preaching).</li> <li>3. Explain B.B. Warfield’s doctrine of Scripture in <i>Inspiration and Authority of the Bible</i>. How do his views about the nature of God’s sovereignty in human actions inform his argument?</li> <li>4. Identify the changes in the concept of mission that have occurred over time at the Lausanne Conferences through an examination of the key documents produced by the Conferences, and explain these in relation to developments in Christianity in general and evangelicalism in particular over the period since the Conferences began.</li> <li>5. Compare the view of the nature of evangelicalism expressed in <i>What is an Evangelical?</i> by D.M. Lloyd Jones with that in <i>Understanding Fundamentalism and Evangelicalism</i> by George M. Marsden. Discuss the reasons for, and implications of, the two accounts for understanding the nature and development of evangelicalism.</li> </ol> <p style="text-align: right;">CH625 Assessment cont. on next page</p>

<b>Take-Home Exam:</b>	You will answer three compulsory set questions (i.e. you will be required to answer all three questions), with each answer to be approximately 1000 words in length (i.e. 3000 words in total)
<b>3000 words</b>	
<b>50% of final grade</b>	

## Guide to Assessments:

Regarding the **Essay**, notice that all of the questions are asking you to engage directly with a primary document (or with several related primary documents). Similar to the assignment which most of you did on Calvin's *Institutes* in CH324/524, your focus should very much be on what the primary document is saying, rather than on what scholars have written more recently about the document(s).

The main aim of the exercise is to encourage you to read and understand a major theologian, or theological statement, of the period on an important topic. It is therefore not expected that you will consult a large number of resources beyond the primary sources, however, it would be wise to at least look at what some scholars have said about them to make sure that you are on the right track in your reading of the primary sources. You will be marked primarily on how well you have understood and analyzed the primary source(s), in their historical context. Your essay should show that you have accurately understood the primary source's thinking on the matter referred to in the question, and that you have followed the logic of his argument.

You should take care to make sure that within the primary document, you focus on what the question asks you to write about, rather than on interesting things that the documents say which are only indirectly related to the question. The relevant primary sources in most cases are not brief, and so you will need to work out which sections of the work are most relevant to your answer, and in your essay give the greatest amount of time to these. You should show some awareness of the historical context in which the author(s) are writing about the question addressed. However this should not dominate your essay and you should not write heaps about this, but instead focus on what the primary source actually says and how it argues its point in relation to the question set.

The **Take-Home exam** is quite a different kind of exercise from the essay. The take-home is about breadth of knowledge and understanding, rather than depth. You only have a small number of words with which to answer each question, and so you should not waste words going into highly specific details, or into any matters which are only indirectly related to the question. Your main aim in each of your take-home exam answers should be to briefly summarize the major important points in relation to the question set, in a way that directly answers the question.

The take-home exam is not seen as a research exercise, and so you are not expected to do a large amount of reading for it. You should answer the questions set from what you have learnt in lectures, and from a very small number of key works where you can usefully supplement the lectures by referring elsewhere without spending a lot of time reading. The kinds of works which you refer to will ideally be ones which help you to understand and briefly write about the key points and the big picture in relation to the set questions: this will usually mean more general works or even reference or textbook-level works, rather than highly specialized scholarship which might cause you to focus so much on specific little details that you lose sight of the big picture. If you do dig up some good specialist resources beyond the lectures and use these very well, this will contribute to your mark – but the main thing you will be marked on will be your ability to clearly and accurately give a short answer to the question, and your ability to do this won't necessarily be helped by doing heaps of extra reading and research. It is possible to give an adequate answer to the questions without doing any reading beyond the lectures, particularly at the undergraduate level (CH425).

Your answers should argue a case rather than just list off or describe relevant facts and details. All direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the lectures.

## Learning Resources

### Textbooks

Students should purchase either:

1. Hutchinson, M. & Wolffe, J. *A Short History of Global Evangelicalism*. Cambridge: Cambridge University Press, 2012. **OR**
2. The four currently-available volumes of the History of Evangelicalism series published by IVP: *The Rise of Evangelicalism* (Noll), *The Expansion of Evangelicalism* (Wolffe), *The Dominance of Evangelicalism* (Bebbington), and *The Global Diffusion of Evangelicalism* (Stanley).

It is assumed that the majority of students will simply purchase the first option above on the grounds of price, and this will be more than adequate for the purposes of this unit. However those students who have a particular interest in Church History, and the means to buy the whole IVP series listed as Option 2, are encouraged to consider this as an alternative.

### Other Key Reference Works

As with the other Church History units, a frequently helpful place to start researching a topic, or just to learn a little about it, is often one of the major general Church History reference works, e.g. *The Oxford Dictionary of the Christian Church*, *New International Dictionary of the Christian Church*, or the *Biographical Dictionary of Evangelicals*.

In terms of the history of evangelicalism and the main movements that have intersected with it, a good starting point is the series published as the IVP *History of Evangelicalism* series, listed as a potential textbook option, above. One more volume is yet to be published in this series that will cover developments from the late 19<sup>th</sup> Century to the mid-20th Century (*The Disruption of Evangelicalism*, by Geoff Treloar).

Some of the editors and authors of this series have written very extensively in this field, Bebbington and Noll in particular being real leaders in the area (though not without their critics): particularly Noll's *A History of Christianity in the United States & Canada*, and Bebbington's *Evangelicalism in Modern Britain: A History from the 1730s to the 1980s* both of which are modern classics on their respective topics.

On some key topics and movements, volumes in the Cambridge Companions series will be helpful, such as the *Cambridge Companion to Puritanism*, the *Cambridge Companion to Jonathan Edwards*, the *Cambridge Companion to John Wesley*, and the *Cambridge Companion to Karl Barth*.

Given that for most of you this will be your third CH unit, I'll let you do the digging yourselves in terms of resources for the major essays, but in relation to some individual lecture topics will refer you to useful additional resources along the way.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4