

TRINITY
School for Ministry
Doctor of Ministry Program

COURSE DESCRIPTION AND ADVANCE READING ASSIGNMENT

ST 800
Evangelical Theology for a Pluralistic
Age
13 - 17 June 2011

Instructor
The Rev Dr Justyn Terry

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311 Eleventh Street
Ambridge, PA 15003
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Credits
3 units

I. Course Description

This course sets out the essentials of evangelical theology and applies them to Christian ministry in contemporary pluralistic society. It addresses the supreme authority of the Bible, the unique person and work of Jesus Christ, the lordship of the Holy Spirit, the importance of personal conversation and therefore the priority of evangelism, and the vital role of the Church. It also defends these positions from secular critics, both modern and post-modern.

II. COURSE OBJECTIVES:

This course is designed to help you develop not only what you know, but also who you are and what you can do. By the end of it, you should be able

1. To deepen your understanding of the great insights of evangelical theology in order to facilitate better appropriation of this tradition in a pluralistic society (extending *what you know*).
2. To hear the voices of great evangelical teachers in order to better articulate evangelical belief (broadening what *you can do*).
2. To listen to those who criticize evangelical theology in order to formulate your responses to their objections (broadening what *you can do*).
3. To reflect on the implications of evangelical theology for church leadership alongside with others who are committed to gospel ministry (developing *who you are*).
4. To help prepare for writing the Systematic Theology chapter of the DMin. thesis (broadening what *you can do*).

The learning outcomes for Trinity School for Ministry are:

1. The student will recognize and identify the biblical theology evident in the course work.
2. The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology.
3. The student will be able to effectively communicate the Christian message to a diversity of people in order to advance the mission of God.
4. The student will be prepared to effectively lead in a variety of Christian communities.

This course furthers all four of these goals, but it will make a particular contribution in helping students to articulate Anglican systematic theology (2) and effectively communicate the Christian message to a diversity of people in order to advance the mission of God (3).

III. COURSE TEXTS

Stott, John. The Contemporary Christian. Downer's Grove, Ill.: InterVarsity Press, 1995. 432 pages. ISBN: 0-830-81864-2. \$25.00

and

Newbigin, Lesslie. The Gospel in a Pluralist Society. Grand Rapids, Mi: Eerdmans, 1989. 255 pages. ISBN: 0-802-80426-8. \$24.00

These texts, and the other online readings, are chosen to help cover each of the five areas on which the course will focus. I use John Stott, the great evangelical statesman, to give an overview, and then the evangelical giants Luther, Calvin and Barth to give depth. I include

Lesslie Newbigin since his work on pluralism is so important. Many works by Luther and Calvin are available on the world-wide web, meaning you will only need to buy two books (those by Stott and Newbigin). Please bring these to class with you, together with a Bible.

The reading that you need to carry out in preparation for this course is as follows:

1. The supremacy of the Bible.

Stott, John. The Contemporary Christian.
See the Introduction and Part III: The Bible.

Luther, Martin Table Talk. Available at www.ccel.org/ccel/luther/tabletalk.v.i.html
See the section on God's Word.

Calvin, John. Institutes of the Christian Religion www.ccel.org/ccel/calvin/institutes.html
See Book 1, chapters VI-X.

2. The uniqueness of Christ and his atoning work.

Stott, John. The Contemporary Christian.
See Part V: The world.

Newbigin, Lesslie. The Gospel in a Pluralist Society.
See chapters 1-7, 13.

Barth, Karl. Church Dogmatics. Vol. IV, part 1, T&T Clark, Edinburgh, 1956.
Section 59, part 2 'The Judge Judged in our Place'.

If you cannot borrow this from a library, please see my 'The Justifying Judgement of God'
at [www.tsm.edu/Documents/Terry Writings/Terry - The Justifying Judgement of God.pdf](http://www.tsm.edu/Documents/Terry%20Writings/Terry%20-%20The%20Justifying%20Judgement%20of%20God.pdf)

3. The importance of conversion and the need for evangelism.

Stott, John. The Contemporary Christian.
See Part I: The gospel.

Newbigin, Lesslie. The Gospel in a Pluralist Society.
See chapters 8-12, 14-16.

Luther, Martin. Autobiographical fragment. www.tracts.ukgo.com/luther's_fragment.doc

Luther, Martin. The Freedom of a Christian. www.ctsfw.edu/etext/luther/freedom

4. The transforming power of the Holy Spirit.

Stott, John. The Contemporary Christian.
See Part II: The disciple.

Calvin, John. Institutes of the Christian Religion www.ccel.org/ccel/calvin/institutes.html
See Book I, chapter VII (again – see lecture 1); Book III, chapter I; Book IV, chapter XV
sections 1-13; and chapter XVII sections 32-41.

5. The importance of the Church.

Stott, John. The Contemporary Christian.
See Part IV: The Church.

Newbigin, Lesslie. The Gospel in a Pluralist Society.
See chapters 17-20.

Calvin, John. Institutes of the Christian Religion www.ccel.org/ccel/calvin/institutes.html
See Book IV, chapters I-IV.

No reading notebook will be required. That will effectively be incorporated into the papers.

I estimate that this is just less than half of the recommended DMin. limit of 1,500 pages, which leaves you the chance to bring in other reading of your choice.

Here are some suggestions for further reading:

Allen, Diogenes and Eric O. Springsted. Philosophy for Understanding Theology. Second edition. Louisville; London: Westminster John Knox, 2007. 267 pages.
ISBN: 978-0-664-23180-4. \$29.95

Carson, D.A. The Gagging of God Grand Rapids MI: Zondervan, 2002. 640 pages.
ISBN: 0-310-24286-X. \$29.99
A masterful critique of pluralism from a conservative evangelical perspective.

McGrath, Alister. A Passion for Truth. Downer's Grove, Ill.: InterVarsity Press, 1999.
287 pages. ISBN: 0-830-81591-0. \$23 Out of print
A rigorous, scholarly defence of the evangelical position.

Middleton, J Richard. Truth is stranger than it used to be: Biblical faith in a postmodern age. Downer's Grove, Ill.: InterVarsity Press, 1995. 250 pages.
ISBN: 0-830-81856-1. \$22.00
A collection of essays about the postmodern condition and evangelical responses to it.

Packer, J.I.. Fundamentalism and the Word of God. Grand Rapids, Mi: Eerdmans, 1984.
191 pages. ISBN: 0-802-81147-7. \$14.00
A classic statement of evangelical understanding of the supremacy of the Bible.

Stott, John. Evangelical Truth: A personal plea for unity, integrity and faithfulness.
Downer's Grove, Ill.: InterVarsity Press, 2005. 134 pages. ISBN: 0-830-83303-X. \$16.00
A clear and accessible introduction to evangelical theology.

Yaghjian, Lucretia B. Writing Theology Well: A Rhetoric for Theological and Biblical Writers. New York: Continuum, 2007. 354 pages. ISBN: 0-8264-1885-6. \$29.95

IV. COURSE REQUIREMENTS

Read the set texts and use them to write two seminar papers, **one of 4-6 pages and one 16-24 pages**. The first of these is to be ready for presentation during the afternoon workshops during the week of classes and **must be handed in by the end of that week**. The **other** is to be written up after the week and submitted for grading **by September 16, 2011**.

The papers are to be typed, double-spaced and e-mailed to me as a Word document attachment in the format: **Surname.ST800.Paper2.doc**. That way I can respond electronically. If this is a problem, please enclose a stamped self-addressed envelope with your written submissions so that I can return them with my comments.

Please select the **paper** that you would like to present in the workshop time and **let me know by e-mail what they are as soon as you have decided**. I will operate on a first-come first served basis, so that those who put in their requests early are more likely to get their first choices.

Each paper is to include:

1. The biblical basis on which the subject stands.
2. A discussion and evaluation of the theologians who help shape your thinking on the subject.
3. Application of this knowledge to a particular aspect of Christian ministry. You will need to explain what that issue is and how your studies help you to address it.
4. For higher grades (A or A-), you should develop a line of argument of your own throughout the paper using the Bible and relevant theologians, from which your application follows.

A good format for a paper might have an outline like:

1. Statement of the problem
2. Proposed solution (thesis statement)
3. The points that together build up that proposed solution (the main body of the paper)
4. The conclusion, showing how you have addressed the problem

MLA style will be expected, so if you do not already have a copy, you will need to get: Gibaldi, Joseph. MLA Style Manual and Guide to Scholarly Publishing. Second edition. New York: Modern Language Association of America, 1998.

Please ensure the assignments are submitted on the dates specified. If illness or some family or personal emergency occurs that makes this impossible, please contact me as soon as possible. Otherwise, late submissions may be penalised with a reduced grade.

The papers are to correspond to the five themes for the week (see below).
I.e. the papers need to be on:

1. The supremacy of the Bible and its implications for some aspect of your preaching ministry.
2. The uniqueness of Christ and his atoning work and how this helps you in the work of apologetics in a pluralist age.
3. The importance of conversion and the need for evangelism, and how this can be better integrated into the evangelism and social action of your church.
4. The transforming power of the Holy Spirit and the implications for Christian discipleship.
(I am assuming a wide range of views on the work of the Spirit today. Please choose an aspect of Christian discipleship that is most pertinent to you, be it an aspect of sanctification, spiritual warfare, the work of the Spirit in Biblical study or worship, etc.)
5. The importance of the Church and how best to develop a 'Mission-Shaped Church'.
(The title comes from a remarkable recent report by that name in the Church of England, which opens up new possibilities for church planting, new expressions of Church etc. In terms of this paper, it is about applying what you learn about the church to how you lead a church that is truly concerned for mission).

V. COURSE EVALUATION

1. Punctual attendance in class and participation in class discussions will be expected. This will count for 20% of the final grade.
2. The seminar papers will count for 80% of the final grade. If you opt to write fewer, longer papers, these will count proportionately more to this grade.

Please note the rules against copying material in the Academic Bulletin (in the section on, 'Cheating and Plagiarism', of the, 'Academic Policies'):

Students at Trinity are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices of notation of resources and references used to develop their paper or project.

It is recognized there can be some confusion regarding proper procedures and practices regarding integration of bibliographical references into assignments. The following policy is intended to address both intentional and unintentional plagiarism. The policy also recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. All students are responsible to be familiar with this policy. Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.

Grades

Grades will be based on the following scheme from the University of Durham, UK.

- A (95+) Work in this category will show full and informed coverage of the topic. It reveals awareness of different views and interpretations and the ability to assess and evaluate them. There will be close familiarity with primary and secondary literature and detailed and accurate references. The structure will be clear and coherent and will show development of ideas. There will be mature comment and analysis and an awareness of how the subject fits into the wider picture. The style will show a 'sparkle' and lightness of touch, which reflects a genuine engagement with the material.
- A- (90-94) This is still excellent work, and will show many of the above qualities, but without the 'sparkle' which marks out scripts getting the top award.
- B+ (87-89) Work in this category will still show good coverage of the material and an awareness of different views. There will be a clear structure and evidence of the ability to assess viewpoints critically. Coverage will be adequate and comment competent without being outstanding.
- B (83-86) This kind of script will offer less incisive analysis of differing viewpoints and less full coverage. Comment and reflection will be adequate but lacking in the penetrating insights of more highly assessed work.
- B- (80-82) Like category B, this work will show reasonable competence. It is still good work, but it will lack sparkle and show the ability to summarise the opinions of others rather than display originality and unusual insight. It will be accurate and coherent in its structure.
- C+ (77-79) This category is marked by reasonable coverage, some awareness of differing views and some ability to comment. It will lack real analytical power and a wide awareness of the place of the subject in a wider context. There will be no serious inaccuracies or gross irrelevance but the abiding impression will be of adequacy rather than competence and of ability to summarise content rather than astuteness in analysis.
- C (73-76) Scripts in this category will show reasonable accuracy, basic knowledge of the material and an attempt to structure this, but beyond that will have few positive merits. Scripts will be relevant without imagination or real ability to analyse and comment on differing viewpoints.
- C- (70-72) This is the lowest category which is deemed a 'pass'. Work assessed at this grade will show just adequate knowledge of the material, some elementary structure but no comment or analysis.
- D (60-69) Work given this category falls short of the criteria outlined above. Both coverage and relevance will be unsatisfactory and there will be a lack of analysis and comment. Style will be pedestrian and the structure lacking in coherence.
- F (0-59) Work of this grade will show a complete failure. Scripts may be far too short, display complete irrelevance and gross inaccuracy, as well as complete ignorance of opposing viewpoints. Serious failures in grammar, spelling etc. might well be further evidence of work at this level.

This is intended only as a guide rather than as a set of rules. I trust, however, it will indicate what a particular grade means and suggest what steps might be taken to achieve higher grades.

As a rule of thumb: C grades: are for summarizing the reading.
 B grades: are for summarizing and commenting on the reading
 A grades: are for arguments that use summaries and comments

VI. COURSE OUTLINE

	Morning (9.30am-12.00 noon)	Afternoon (1.00-3.30pm)
Monday 13 June	What is Evangelical theology? Martin Luther's theology Seminar papers on Luther	The supremacy of the Bible Ministry workshop: Preaching
Tuesday 14 June	John Calvin's theology The uniqueness of Christ Seminar papers on Calvin	The cross of Christ Ministry workshop: Apologetics
Wednesday 15 June	Karl Barth's theology The importance of conversion Seminar papers on Barth	The need for evangelism Ministry workshop: Evangelism & Social Action
Thursday 16 June	The return of Christ The transforming power of the Holy Spirit Seminar papers	Ministry workshop: Discipleship
Friday 17 June	The importance of the Church The future of Evangelicalism Seminar papers	Ministry workshop: Mission- Shaped Church

There is dinner at the home of the Dean of the Doctor of Ministry degree on Monday night. This is formally considered as three hours of the course. It is a time for fellowship over dinner followed by a presentation from the Dean. Other evenings are left free for reading, working on your seminar papers and fellowship with others on the course.

Each day begins with Morning Prayer in the Chapel at 8.30, except Wednesday when there is a Eucharist. As a result, the morning session on Wednesday is likely to be 10am-1pm, and the afternoon session 2-3.30pm.

Please let me know if you will need to leave earlier on the Friday to travel home and I will see if we can accommodate your needs.

VII. COURSE INSTRUCTOR

Prior to coming to teach Systematic Theology at Trinity School for Ministry I spent ten years in Church of England parish ministry in London. Before preparing for ordination I was a physics teacher and then worked in the electronics industry.

My PhD thesis was on the doctrine of atonement, and that remains a special interest to me.

I particularly enjoy making the connections between theory and practice and am very much looking forward to this course.

Please do not hesitate to contact me if you have any questions at any point. It is probably easiest to e-mail me, on jterry@tsm.edu

Justyn Terry,
October 20th, 2010