

# BRIERCREST

## HIS 660 History of Modern Evangelicalism

Spring 2021

Professor: Alan M. Guenther  
Email: [aguenther@briercrest.ca](mailto:aguenther@briercrest.ca)  
Phone: 306-756-3284  
Course Dates: April 26-30, 2021

3 Credit Hours

### COURSE DESCRIPTION

In his journal following his conversion in 1738, John Wesley wrote, "I felt my heart strangely warmed." Many hearts were "strangely warmed" in the 18th century, and the Evangelical Revival had a profound impact upon the Protestant community in the North Atlantic triangle and beyond. Beginning with the Wesleys and George Whitefield in Britain and Jonathan Edwards in the United States, this course explores prominent themes, issues, and personalities in the history of the early modern and modern evangelical movements.

### COURSE INTEGRATION

As an Evangelical institution, Briercrest Seminary seeks to develop in its students an appreciation for the historical development of the Evangelical movement and for its wide diversity of expression. This course assists the students in exploring that development and diversity and in recognizing their relevance in current contexts. The historic Evangelical emphases on conversionism, activism, Biblicism, and crucicentricism continue to be defining characteristics of the movement, and a deeper understanding of their origins and evolution—as well as their weaknesses—will equip the students to serve in building up their churches, in being witnesses of Christ Jesus in the community, and in providing leadership for subsequent generations of Evangelicals.

### COURSE TEXTS

#### ***Required***

Collins, Kenneth J. *Power, Politics and the Fragmentation of Evangelicalism: From the Scopes Trial to the Obama Administration*. Downers Grove, IL: IVP Academic, 2012.

Hankins, Barry, ed. *Evangelicalism and Fundamentalism: A Documentary Reader*. New York: New York University Press, 2008.

Stanley, Brian. *The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott*. A History of Evangelicalism. Nottingham: Inter-Varsity Press, 2013.

#### ***Recommended***

Heath, Gordon L. *Doing Church History: A User-friendly Introduction to Re-searching the History of Christianity*. Toronto: Clements Publishing, 2008. [Optional]

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

## **COURSE OUTCOMES**

### ***Thinking objectives***

1. To list the specific individuals and movements that pioneered or developed the various doctrinal positions within evangelicalism.
2. To examine the chronological/sequential events that shaped the evangelical wing of the church up to the present.
3. To identify the key doctrinal developments and theological issues within evangelicalism from the 18<sup>th</sup> century to the 21<sup>st</sup>.
4. To identify the various social/cultural issues that evangelicalism has had to address in the previous three centuries.
5. To identify the specific revivalist movements which have promoted evangelical goals and programs.
6. To identify the challenges which face the evangelical churches in the 21<sup>st</sup> century.

### ***Value objectives***

1. To esteem more highly one's evangelical heritage via an examination of the historic trajectory of its development.
2. To cherish the legacy of the major revivals within evangelicalism in the previous three centuries.
3. To cherish as role models various evangelical leaders and pioneers of the past.
4. To esteem the contributions of evangelicals to the social issues facing the church in the past, with particular reference to present applications.
5. To trace the impact of the various doctrines of evangelicalism on the over-all life of the church up to the present time.
6. To value more highly the particular evangelical traditions which have formed our contemporary evangelical consensus.

### ***Living and serving objectives***

1. To commit to live according to our evangelical convictions fortified with our knowledge of our previous heritage.
2. To find applicable evangelical principles lived out in the past and commit to their application in the present.
3. To examine our contemporary culture through the lens of previous evangelical history and commit to engage our society with the claims of the gospel.
4. To emulate the character traits in the lives of our individual "heroes of the faith" from the past.
5. To sharpen our evangelical focus regarding contemporary issues, and faithfully engage our world for Christ.
6. To identify specific areas of calling, and based on our learning from our history, courageously serve in the area to which each of us is called.

## COURSE OUTLINE AND CONTENT

The following is intended as a general orientation of the course regarding its content and time priorities. Some flexibility is to be anticipated relative to classroom interaction and other factors.

### **Monday**

Defining modern Evangelicalism. The Church in Europe: Puritans and Baptists in England. Pietists and Moravians in Germany. The Wesleys and the Methodist movement.

### **Tuesday**

Growth of Evangelicalism in the nineteenth century. Jonathan Edwards and the Great Awakening. The growth of Methodist and Baptist Churches. Charles Finney and the Second Great Awakening.

### **Wednesday**

The Holiness Movement and Dispensationalism. The Protestant Missionary Movement. Evangelicalism in 19<sup>th</sup> century Canada. The Challenge of Modernism.

### **Thursday**

Princeton Theology and Fundamentalism. The rise of Pentecostalism. The New Evangelicals. From Jimmy Carter to Donald Trump.

### **Friday**

The Jesus People Movement. Evangelicals in Western Canada in the 20<sup>th</sup> century. The globalization of the Evangelical movement.

## ASSIGNMENTS

### **Pre-Course Assignments:**

1. Read the article: John G. Stackhouse, "Defining 'Evangelical,'" *Church & Faith Trends*, 1, no. 1 (Oct. 2007): 1-5, as found at <http://files.efc-canada.net/min/rc/CFT-1-1-DefiningEvangelical.pdf>. Stackhouse builds his definition on a 4-fold analysis by British historian, David W. Bebbington, and expands it to include important historical factors.
2. Read the article: Molly Worthen, "Defining Evangelicalism: Questions that Complement the Quadrilateral," *Fides et Historia*, 47, no. 1 (Winter/Spring 2015): 83-86, accessible through the ATLA Religion Database, one of our library's "Electronic Resources." This issue of *Fides et Historia* has numerous contributions from a roundtable discussion of Bebbington's quadrilateral; feel free to browse others as well as Bebbington's response to each.
3. Read the article: Bruce Hindmarsh, "What is Evangelicalism?" as found at <https://www.christianitytoday.com/ct/2018/march-web-only/what-is-evangelicalism.html>.

These three readings will guide our discussion when we meet Monday morning. I would encourage you to review them prior to coming to class.

4. Read the entire text of *The Global Diffusion of Evangelicalism* by Brian Stanley.

Write a 4-page critique of the book including the following: a summary of contents, an analysis of the author's key argument(s), and a personal reflection on the value of the book. Each of these three sections should be of similar length. The analysis should also include your assessment of the author's success in proving his thesis and the strengths and weaknesses of the book. Submit the book review on Canvas.

**Due first day of class. Percentage of course mark: 20%**

5. Read the entire text of *Power, Politics and the Fragmentation of Evangelicalism* by Kenneth J. Collins.

Write a 4-page critique of the book including the following: a summary of contents, an analysis of the author's key argument(s), and a personal reflection on the value of the book. Each of these three sections should be of similar length. The analysis should also include your assessment of the author's success in proving his thesis and the strengths and weaknesses of the book. Submit the book review on Canvas.

**Due first day of class. Percentage of course mark: 15%**

6. Read the entire text of *Evangelicalism and Fundamentalism*, edited by Barry Hankins.

Prepare a 30-minute class presentation and discussion on one of the following subjects, focusing on just one or two primary sources from the specified chapters. For the first 10 minutes present the historical context of the author and the reading selection. For the last 20 minutes lead the class in discussing the themes found in the primary source reading and their importance to the history of Evangelicalism. You will need to do additional research beyond the Hankins text in preparing the historical context.

Choose from the following topics:

- The inspiration of the Bible and Higher Criticism – ch. 1
- Fundamentalism and Modernism – ch. 2
- Dispensational Premillennialism – ch. 3
- Evangelical response to science and evolution – ch. 4
- Creation Science and Intelligent Design – ch. 5
- Prohibition and related social concerns – ch. 6
- Political involvement of Billy Graham and Jerry Falwell – ch. 6, 7
- Abortion and related social concerns – ch. 7
- International politics (nuclear war, support for Israel) – ch. 7
- Role of women – ch. 8
- Race and civil rights – ch. 8
- Evangelicals and Roman Catholics – ch. 9

The written submission will consist of the presentation of the historical context and the list of questions you have prepared to stimulate class discussion, along with a bibliography of 3-

4 sources you have used in your research. The selection of topics will be first-come-first-served.

To avoid duplication, you should contact me with your choice as soon as possible. The presentations will be scheduled to fit chronologically with the topics listed in the course outline.

**Due on the day you make your presentation. Percentage of the course mark: 20%**

7. Read the text of *Doing Church History* by Gordon Heath [optional].

If church history is a relatively new or unfamiliar field, I would encourage you to read this brief introduction (less than 100 pages) to familiarize yourself with the methodology of researching church history.

***Mid-Course Assignments:***

1. Class presentation. See #4 in the Pre-Course Assignments

***Post-Course Assignments:***

1. Compose and submit a 12-14 page research paper on any topic within the parameters of the course.

You may focus on an individual, institution, movement, or religious practice or issue that is part of modern Evangelicalism. Your subject should be concise enough to be examined in detail, and you should aim to be analytic and evaluative rather than merely descriptive. Format your paper according to *Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers*, with no less than 12 bibliographic entries. A thesis statement and outline, formatted according to the Format Guide, must precede the text of your paper. Use primary sources wherever possible, and the use of peer-reviewed journal articles in addition to books is strongly encouraged.

Submit the completed paper on Canvas.

**Due June 25, 2021. Percentage of the course mark: 25%**

2. Write a 5-page paper according to Briercrest Seminary guidelines and format on either:
  - (a) A topic which combines a historical situation from the period covered by the course, with a contemporary parallel your church or denomination is facing. The paper should define the issue or problem, as manifested in evangelical history with a present-day correspondence. Critique the way the situation was handled in the past, with commentary on how it is, or should be dealt with in the present.

Or:

- (b) A comparison and evaluation of two or three local church histories that have been published in the last 40 years. Give full bibliographic details at the start of the paper. Analyze which themes have been emphasized in each and critique the historiography (way of writing history) of each of the authors. The Archibald Library is building a collection of local church histories, but I would urge you to locate ones from your own community (and consider contributing them to our library!). To locate the list of over one hundred histories in our library, do "Series" search for "Canadian local church history collection."

Submit the completed paper on Canvas

**Due June 25, 2021. Percentage of the course mark: 20%**

## SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### ***Attendance Policy***

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### ***Modular Courses***

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Online Courses***

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Course Schedules***

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

**Assignment Submission**

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

**Return of Graded Assignments**

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

**Academic Honesty**

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

**Academic Accommodations**

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([academicresourcecentre@briercrest.ca](mailto:academicresourcecentre@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

**BIBLIOGRAPHY****General Introductions**

Bebbington, David W. *The Dominance of Evangelicalism: The Age of Spurgeon and Moody*. History of Evangelicalism series, vol. 3. Downers Grove, IL: InterVarsity, 2005.

Blumhofer, Edith Waldvogel, and Joel A. Carpenter. *Twentieth-century Evangelicalism: A Guide to the Sources*. New York: Garland, 1990.

Carwardine, Richard. *Transatlantic Revivalism: Popular Evangelicalism in Britain and America, 1790-1865*. Westport, CT: Greenwood Press, 1978.

Dayton, Donald, and Robert K. Johnston, eds. *The Variety of American Evangelicalism*. Knoxville, TN: University of Tennessee Press, 1991.

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

- McGrath, Alister E. *A Passion for the Truth: The Intellectual Coherence of Evangelicalism*. Downers Grove, IL: InterVarsity Press, 1996.
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### **Historiography**

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### ***Evangelicalism in Britain***

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