

TRINITY
School for Ministry
Doctor of Ministry Program

COURSE DESCRIPTION AND ADVANCE READING ASSIGNMENT

ST 800
**Evangelical Theology for
a Pluralistic Age**

11 - 15 June 2012

Instructor
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Credits
3 units

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 conversion 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. The objectives are:

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 and respond to those who criticize evangelical theology (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 Doctor of Ministry thesis.

The learning outcomes for Trinity School for Ministry for the Doctor of Ministry degree are:

1. The student will recognize and identify the biblical theology evident in the course work.
2. The student will be able to identify and articulate a distinct ministry problem.
3. The student will demonstrate the ability to reflect biblically and theologically about the identified problem.
4. The student will demonstrate the ability to apply the learnings from the biblical and theological reflections to the identified problem.

This course furthers all four of these goals, but it will make a particular contribution in helping students to think theologically about an identified problem (3) and to apply those insights to the problem identified (4).

III. COURSE TEXTS

Erickson, Millard J. *The Postmodern World: Discerning the Times and the Spirit of our Age*. Wheaton Ill.: Crossway, 2002. 144 pages. ISBN 978-1581343427

Newbigin, Lesslie. *The Gospel in a Pluralist Society*. Grand Rapids, Mich.: Eerdmans, 1989. 255 pages. ISBN: 978-0802804266.

Stott, John. *The Contemporary Christian*. Downers Grove, Ill.: IVP, 1995. 432 pages. ISBN: 978-0830818648.

and other reading, which is available on the internet, as set out below.

These texts and the other online readings are chosen to help cover each of the five areas on which the course will focus. Erickson supplies a helpful survey of Postmodernism, and

Newbigin provides his own insights on pluralism and how Christians might respond to it. Stott, the great evangelical statesman, gives his views about dealing with this challenge. We also draw on Luther, Calvin and Barth to give further support on some of these issues.

Many works by Luther and Calvin are available on the world-wide web, meaning you will only need to buy the books by Erickson, Newbigin and Stott. The online readings are also available on a file named "ST800 Additional Readings" in "Course Documents" on Edvance360.

Please bring these books and materials 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.

Erickson, Millard J. *The Postmodern World*.
See the whole of this short book.

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.

Optional additional reading.

Since students in this class will have read different texts in previous studies, I am suggesting additional material to fill in gaps and to go further in the subject areas.

Grenz, Stanley J. and John R. Franke. *Beyond Foundationalism: Shaping Theology in a Postmodern Context*. Louisville: Westminster John Knox Press, 2001. 298 pages. ISBN: 978-0664257699.

Horton, Michael S., ed. *A Confessing Theology for Postmodern Times*. Wheaton, Ill.: Crossway. 2000. 256 pages. ISBN: 978-1581341027.

Packer, J.I.. *Fundamentalism and the Word of God*. Grand Rapids, Mich.: Eerdmans, 1958/1984. 191 pages. ISBN: 978-0802811479.

Webster, John. *Holy Scripture: a Dogmatic Sketch*. Cambridge: CUP, 2003. 152 pages. ISBN: 978-0521538466.

Wells, David F. *Above all Earthly Pow'rs: Christ in a Postmodern World*. Grand Rapids, Mich.: Eerdmans, 2005. 339 pages. ISBN: 978-0802824554.

2. The uniqueness of Christ and his atoning work.

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/sites/default/files/Faculty%20Writings/Terry%20-%20The%20Justifying%20Judgement%20of%20God.pdf

Newbigin, Lesslie. *The Gospel in a Pluralist Society*.

See chapters 1-7, 13.

Stott, John. *The Contemporary Christian*.

See Part V: The world.

Optional additional reading.

Carson, D.A. *The Gagging of God*. Grand Rapids Mich.: Zondervan, 2002. 640 pages.

ISBN: 978-0310242864.

McGrath, Alister. *A Passion for Truth*. Downers Grove, Ill.: IVP, 1999. 287 pages. ISBN:

978-0830815913.

Middleton, J Richard. *Truth is stranger than it used to be: Biblical faith in a postmodern*

age. Downers Grove, Ill.: InterVarsity Press, 1995. 250 pages. ISBN: 978-0830818563.

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

Newbigin, Lesslie. *The Gospel in a Pluralist Society*.

See chapters 8-12, 14-16.

Stott, John. *The Contemporary Christian*.

See Part I: The gospel.

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

Luther, Martin. *The Freedom of a Christian*. www.fordham.edu/halsall/mod/luther-freedomchristian.asp

Optional additional reading.

Groothuis, Douglas. *Truth Decay: Defending Christianity against the Challenges of Postmodernism*. Downers Grove Ill., IVP, 2000. 303 pages. ISBN: 978-0830822287.

Hiebert, Paul G. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, Mich.: Baker, 2008. 368 pages. ISBN:

978-0801027055

Kinnaman, David and Gabe Lyons, *unchristian: what a new generation really thinks about Christianity and why it matters*. Grand Rapids: Baker Books, 2007. 256 pages. ISBN: 978-0801013003

Wright, Bradley R.E. *Christians are Hate-Filled Hypocrites... and other lies you have been told*. Minneapolis, Minn.: Bethany House, 2010. 249 pages. ISBN: 978-0764207464.

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.

Optional additional reading.

Cross, Terry L. ‘The Holy Spirit’ in Larsen, Timothy, and Daniel J. Treier. *The Cambridge Companion to Evangelical Theology*. Cambridge: CUP, 2007. 320 pages. ISBN: 978-0521609746

Owen, John, *Pneumatologia*. See www.ccel.org/ccel/owen/pneum.html

5. The importance of the Church.

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

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

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

Church of England Report. *Mission Shaped Church*.
books.google.com/books?id=eRYBUM9GK3AC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Optional additional reading.

Carson, D.A. *Becoming Conversant with the Emerging Church: Understanding a Movement and its Implications*. Grand Rapids, Mich.: Zondervan, 2005. 256 pages. ISBN: 978-0310259473.

Husband, Mark, and Daniel J. Treier, *The Community of the Word: Toward an Evangelical Ecclesiology*. Downers Grove, Ill., IVP Academic, 2005. 291 pages. ISBN: 978-0830827978

Remember the recommended Doctor of Ministry reading limit of 1,500 pages as you choose any of the additional reading.

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

Here are some suggestions for further reading:

Allen, Diogenes and Eric O. Springsted. *Philosophy for Understanding Theology*. 2nd ed. Louisville: Westminster John Knox, 2007. 267 pages. ISBN: 978-0-664-23180-4.

Grenz, Stanley J. *A Primer on Postmodernism*. Grand Rapids, Mich.: Eerdmans, 1996. 211 pages. ISBN: 978-0802808646.

Larsen, Timothy, and Daniel J. Treier. *The Cambridge Companion to Evangelical Theology*. Cambridge: CUP, 2007. 320 pages. ISBN: 978-0521609746

Stott, John. *Evangelical Truth: A personal plea for unity, integrity and faithfulness*. Downers Grove, Ill.: InterVarsity Press, 2005. 135 pages. ISBN: 978-0830833030.

Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York: Continuum, 2007. 376 pages. ISBN: 978-0826418852.

IV. COURSE REQUIREMENTS

Read the set texts and use them to write two papers, **one of 4-6 pages and one of 16-24 pages (or you may write several shorter ones of the same total number of pages)**. The first of these is to be ready for presentation during the afternoon workshops of 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 15, 2012**. It would be helpful if you **bring an outline for that second, longer paper** in case we have a chance to work on that together too.

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 should have an outline like:

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

You may wish to see previous samples, which are available on Edvance360.

SBL style will be expected. Listed below are some SBL reference suggestions:

The SBL Handbook of Style. Edited by Patrick H. Alexander et al. Peabody, Mass.: Hendrickson, 2006. ISBN 978-1-56563-487-9 or www.scribd.com/doc/44040953/SBL-Sample-Paper

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 2007. (*Omit pages 216-280 which is basically MLA rather than Turabian.*) ISBN 10: 0-226-82337-7

(Turabian shows how the style system works. SBL elaborates on Turabian with specific helps for religious areas of study such as Bible dictionaries and commentaries, the Qumran Scrolls, Greek and Hebrew Texts.)

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). So 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 some apologetics issue of 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.

(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 Holy Spirit in worship, etc.)

5. The importance of the Church and how best to develop a 'Mission-Shaped Church' in your context.

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 prefer to write several shorter papers rather than the one longer paper, these will count proportionately 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 summarize 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 summarize 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 analyze 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, 8.30am-12.00 noon (Class begins in Morning Prayer)	Afternoon, 1.30-4.30pm
Monday 11 June	Evangelical theology is... 1. The supremacy of the Bible	Ministry workshop: Preaching
Tuesday 12 June	2. The uniqueness of Christ and his atoning work	Ministry workshop: Apologetics
Wednesday 13 June	3. The importance of conversion and the need for evangelism	Ministry workshop: Evangelism & Social Action
Thursday 14 June	4. The transforming power of the Holy Spirit	Ministry workshop: Discipleship
Friday 15 June	5. The importance of the Church	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 am, except Wednesday when there is a Eucharist. As a result, the morning session on Wednesday is likely to start a little later.

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 in August 2005, I spent ten years in Church of England parish ministry in London. 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, jterry@tsm.edu.

Justyn Terry, December 29, 2011