

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	WINTER, 2026
Course Title	EVANGELICALISM
Course Code	HIST 0665 1P & 1S
Date	From January 15, 2026 to April 9, 2026 Every Thursday
Time	From 2:15pm to 5:05pm
Delivery Format	IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Class information	The classes will be IN-PERSON with LIVESTREAMED option on Thursdays from 2:15 to 5:05pm.
Instructor	JAMES TYLER ROBERTSON, PhD
Contact Information	Email: jtrobertson@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2274
Office Hours	Thursdays from 12noon-2pm. By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Takes a global perspective to trace the development of evangelicalism from the 1700s to the present day. Evangelicalism will be compared and contrasted to other forms of Protestantism before it, other Christian movements that have grown with it, separated from it, or been influenced by it. While global in scope, the course will conclude with an examination of some of the controversial roles evangelicalism has played in recent politics and culture, notably in North America.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify the historical and theological foundations of Evangelicalism
2. Analyze the cultural and societal impact of Evangelicalism from a global perspective

3. Evaluate the relationship between Evangelicals and various societies, including issues such as politics and social justice
4. Analyze contemporary expressions of Evangelicalism with a focus on North America
5. Engage in critical reflection on the role of Evangelicalism in shaping personal and societal values
6. Apply elements and teachings from this class to personal spiritual and theological formation

III. COURSE REQUIREMENTS

A. REQUIRED READING

Noll, Mark A., Bebbington, David W., Marsden, George M. (eds). [*Evangelicals: Who They Have Been, Are Now, And Could Be*](#). Grand Rapids: Eerdmans, 2019. [Readings for this appear as **T** in the syllabus denoting Text.]

Choose One (1) of the following spiritual books for your Personal Assignment:

Willard, Frances E. [*A Wheel Within a Wheel: How I Learned to Ride the Bicycle, with Some Reflections by the Way*](#). Project Gutenberg, 2019. [A free version of this book is also available through Project Gutenberg. It can be downloaded or read online.]

Law, William. [*A Serious Call to a Devout and Holy Life*](#). London: Printed for W. Baynes, 1816. [A free version of this book is also available through Internet Archive. It can be downloaded or read online.]

Northcutt, Peter (trans.) [*Brother Lawrence - The Practice of the Presence of God: A Modern Translation*](#). Modern Saints, 2023. [A free online version of this book is also available through Project Gutenberg. It can be downloaded or read online.]s

- Additional Primary Readings will be available for free on the course page as PDFs. Readings for this will be labelled as **P** denoting Primary Readings
- Relevant articles will also be available for free on the course page. These will be labelled as **C** denoting Course Readings.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

The assignments will give you a chance to reflect and analyze your learning based on these categories: **Personal, Historical/Theoretical, and Practical Application**

1. Personal (Part 1): Your Spiritual Journey & Journal. Worth 20% of final mark. Due the Saturday of Week 4 (Feb 7).

This is a course discovering the historical roots behind the idea of a personal Jesus. Because this will focus largely on the personal nature of evangelicalism, it is only fair that the student should be able to focus on what matters to him or her about this topic.

Choose one of the spiritual books listed above in the syllabus and read it in its entirety. Using the chosen spiritual book, the student will compose a personal spiritual autobiography/personal exploration.

This can only be done after the spiritual book has been read in its entirety.

Adopt the style of the book you chose. For example, if you chose Frances' book about learning how to ride a bike, use an example from your own life when you learned something difficult and the spiritual teachings this learning experience granted you. If you choose Brother Lawrence, again dissect the average tasks of your daily life and note how activities like cooking or washing dishes can teach you something about living a life of worship.

From this, compose a spiritual writing of 1000 words that demonstrates the following:

- 1) Any insights you gleaned from your spiritual reading. You can quote your reading's author if certain lines/ideas stand out for you.
- 2) How do you understand the phrase "A Personal relationship with Jesus Christ" as you read through another person's journey into a similar topic.
- 3) What ideas do you want to discover as you journey through this class?
- 4) What concerns do you have about present-day evangelicalism? Or what questions do you have about the state of evangelicalism in this age?
- 5) List 4 learning outcomes/questions you would like to be able to speak about in depth by the end of the semester

This assignment will assist the professor in the design of lectures for the course in order to bring maximum benefit to as many students as possible. As this is a learning journal, it does not have to possess an introduction or outline. It can simply follow the flow of your thoughts. But make sure it possesses similar themes to the spiritual reading you chose as noted above. You can type your journal in a WORD or PDF document, video record your assignment, or write it out in a physical book (with this last one, you will have to hand it in to the professor) Above all else, be honest and forthright in your journal. This journal is part one of an assignment; part two will be the coffee talk with the professor at the end of the semester. At that time, your journal will form the groundwork for the discussion we will have. Further discussions around this assignment will take place in class.

2. Theoretical: The Fifth Element: Adding to the “Bebbington Quadrilateral” Worth 20% of final mark. *Due the Saturday of Week 8 (Mar 14).*

By this point in the semester, the student will be very familiar with David Bebbington’s famous and influential classification of the “Evangelical Quadrilateral”.

Using Chapter 6 of the text as a guide, the student will examine the arguments present in the book and write a paper that answers the following:

The student will add one more element that he/she believes also identifies evangelicalism. This fifth element will be one word (e.g. Biblicism, Crucicentrism, Conversionism, and Activism) but then the student must both define his/her word and defend his/her belief in the importance of the term. This paper will be 1000 words in length (12 point font, Times New Roman, double-spaced, footnotes), and is expected to include the following:

- Stated fifth word
- Definition of the word as it pertains to evangelicalism
- Explanation of the character the word is supposed to designate
- Argument for the historical importance of the character
- Argument to address why this word should be added to the quadrilateral
- Historical examples, scholarly research, and primary sources all must be employed in the paper in order to make the strongest argument.

Further discussions around this assignment will take place in class.

3. Practical Application: Evangelicalism: A Teenage Faith? Worth 30% of final mark. *Due the Saturday of Week 11 (Apr 4).*

Freed from—or lacking—the constraints of preceding Christian traditions, evangelicals tend to be critiqued for spiritual immaturity. In this assignment, the student will choose one of the topics listed below and produce a reasoned and historical critique of evangelicalism’s relationship to that topic. The topics for choice are:

- Evangelical Celebrities
- Christian Contemporary Music (either worship or popular)
- Christian movies
- Views on the authority of Scripture
- Views on—or practice of—the Eucharist
- Denominationalism
- Anti-Catholicism
- Morality Issues
- Political Involvement

Students are also invited to propose their own topics but these must be approved by the professor ahead of time.

This assignment can be in the format of the student's choice. This means it can be a paper (1500 words); it can be a podcast or video (15 minutes in length), it can be a sermon to a particular group (15 minutes in length) or another format the student prefers (other formats other than the ones already listed must be approved by the professor ahead of time). This assignment will be depth of research, quality of arguments employed, and relevance to the current world of evangelicalism. For those who choose to write their assignment, grammar, syntax, and clarity of writing will also feature into the grading. For those who choose an audio/visual format, quality of production value, and clarity of speech will factor in as well. Regardless of the format, grades will be determined largely through the amount of research undertaken. A minimum of fifteen (15) sources should be consulted, and a printed bibliography displaying the amount of research must be handed in regardless of the format.

Remember this a critique that will take seriously the issues facing present-day evangelical movements. This is neither an apology for, nor a series of complaints against, evangelicalism. This is a historical examination of one topic that has been viewed as problematic for evangelicals around the globe. This paper will excel if it can present a balanced and historically supported critique of the movement centred on one topic.

Further discussions around this assignment will take place in class.

4. Personal (Part 2) Coffee Talk with the Professor. Worth 20% of final mark.

Rather than composing a final paper, the last assignment will involve a 1-hour conversation between the professor and each student. The discussion will be graded on complexity of understanding about the historical roots of, and the ability to speak effectively into the present reality of, evangelicalism. Beginning in week 10, the professor will distribute a schedule of times each student can select to have this discussion. The conversation can take place in person on the Tyndale campus or over Zoom (student's preference will be honoured). Special attention will be paid to the following:

- Discussing the journal assignment in order to track the growth of knowledge that occurred during the semester.
- Talking about the fifth element assignment and whether or not the student still agrees with his/her findings
- Deeper exploration of the Teenage assignment in which the student will be able to address questions the professor has about the assignment
- Major people and themes that were covered and the ramifications/influence such people or themes could have for the student's current faith communities.
- Space dedicated to discussing the student's thoughts about the nature of evangelicalism today and how he or she might bring such ideas into discussion within his/her faith communities
- Space will also be made for more casual discussions around topics that came up for the student during the semester that the student wishes to see receive greater attention.

- While somewhat conversational in nature, this assignment will be graded on the student's ability to communicate intelligently and effectively about the topics addressed.
- A rubric will be presented to the class within the first few weeks. This rubric will explain what is expected from the conversation in order to get a good grade. Please do not assume that a fun conversation will yield a good mark; these discussions will be graded and this is the time the student is expected to demonstrate historical knowledge, deep thinking on a variety of subjects, awareness of the texts and lecture notes, personal reflection, and the ability to present and defend nuanced understandings of evangelicalism superior to personal opinion.

A brief note from me (the prof) to you (the student): each conversation will be very specific to you, the student, so please understand that this assignment is talking about elements of the class that matter most to you. The goal of this assignment is to provide you with some opportunity to reflect on what you have learned and how you can share your wisdom with others around you.

These are scheduled 1-hour discussion that will occur the week after the end of class

5. Participation. Worth 10% of final mark.

For students who enjoy talking in class: The student needs to demonstrate active listening and interaction throughout the duration of the semester. This can be achieved through in-class participation, emails to the professor, appropriate conversations after class with classmates, etc. Asking questions—either verbally or through email—contributing to ideas about class lectures, and providing a beneficial learning environment for the entire class will help the student do well in this area.

For those who do not like to talk in class: I want to honour the fact that some people do not contribute verbally during class time but prefer to sit with, and reflect upon, the content of the lectures. For students like this, the course will have 5 discussion forums worth 4 marks each. The questions in each forum will be both academic and conversational in tone; they will call the student to reflect on elements of the lectures and readings as well as relating such answers to the student's present situation. These forums will open during week 2 and a new question will be opened every other week. The student will have two weeks to answer the stated question (initial answers should be approx. 500 words in length) and interact with other students who have also answered the question in the forum (such interactions can be shorter). Once the two weeks is over and a new forum is opened, there is no longer any way of engaging with the previous question. If the student does not respond in the two-week period, they will receive a 0 for that question. **NOTE: These forums will only be included if students require them. If classroom conversation is sufficient, then there will be no need for the online forums.**

*For every **week** late, the grade will be reduced by 5 %, a half a letter grade (i.e. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated **weekly**, not daily, and so a student will receive the same*

penalty whether the assignment is one or six days late. **However, late assignments will not receive the same amount of feedback as assignments handed in on time.**

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy workload, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the instructor explaining the reason why the extension is needed. Such requests need to be submitted at least 72 hours prior to the due date.

All assignments must be handed in by the last day of exams. No assignments will be accepted after that date, unless the student has a valid reason for an extension. In that case, the student must apply for an extension to the Registrar and not to the professor.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Spiritual Journal	Feb 7	20%
2. Fifth Element	Mar 14	20%
3. Teenage Faith	Apr 4	30%
4. Coffee Talk	TBD	20%
5. Participation	Weekly	10%
TOTAL GRADE		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

DATE	LECTURE	READINGS	ASSIGNMENTS
January 15	Standing in a Garage Does Not Make You a Car: Jesus as Personal Lord and the Birth of Evangelicalism	T: <i>Evangelicals</i> Chapters 1-2 (all readings must be done before class)	
January 22	House Parties Around the Globe: British & European Evangelicalism	P: John Wesley Excerpts T: <i>Evangelicals</i> Chapters 3 & 5	

January 29	Can I get an “AMEN?”: Colonial Crusade for Christ and American(ish) Evangelicalism	C: Whitefield Article P: Jonathan Edwards- <i>Sinners in the Hands of an Angry God</i> T: <i>Evangelicals</i> Chapter 4	
February 5	When Jesus “Toque” Canada: Henry Alline and Atlantic Canadian Evangelicalism	P: Henry Alline Article T: <i>Evangelicals</i> Chapters 15-16	<i>Spiritual Journal Due the Saturday of this week (Feb 7)</i>
February 12	Called to Alter or Altar Called?: Evangelicalism Takes Over the New World	C: “Pentecostals: Their Rise and Role in Evangelicalism” T: <i>Evangelicals</i> Chapter 7	
February 19	READING DAYS – NO CLASSES		
February 26	“Every Tribe & Tongue” Clashes with “The White Man’s Burden”: Evangelical Missions	T: <i>Evangelicals</i> Chapters 8 & 11 C: “Evangelicals and Missions”	
March 5	“Its Jesus...Of <i>COURSE</i> He’s White!” Indigenous & Non-Western Personal Jesuses	C: “Evangelicals in the Market Place” “Regional Essays: Evangelicals in Asia” “Evangelicals in Central America, Latin America, & the Caribbean” T: <i>Evangelicals</i> Chapter 17	
March 12	Pastor Wanted-Skirts Need Not Apply: Women in Evangelicalism	C: “Persona & Person” Chapter “Aimee Semple McPherson and Pentecostal Preachers”	<i>Fifth Element Assignment Due Saturday of this Week (Mar 14)</i>
March 19	The Devil is in the Playpen: The Satanic	T: <i>Evangelicals</i> Chapter 10	

	Panic & Focusing on the Family	C: "Cautionary Tales: Demonizing Dungeons & Dragons" Podcast	
March 26	If a Theologian Exposit in the Forest and No-one is Around, Did He Even Say Anything?: Fundamentalists & Modernists Debate the Bible	C: "Dreams, Visions, and Decolonizing biblicism"	<u>SPECIAL NOTE:</u> <u>Coffee Talk schedule now available for booking final assignment</u>
April 2	Rome Wasn't Built in A Day, But It Was Destroyed in One: Christian Nationalism Fractures a Faith	T: <i>Evangelicals</i> Chapters 9 & 14 C: "Evangelical Diversity"	<i>Teenage Faith Assignment Due Saturday of this Week (Apr 4)</i>
April 9	Walking a Good Way: The Future of Canadian Evangelicalism and its Past	T: <i>Evangelicals</i> Chapter 12 C: Terry LeBlanc YouTube Episode	
April 16			<i>Coffee Talks scheduled during this week</i>

V. SELECTED BIBLIOGRAPHY

Selected Bibliography for further research:

Bebbington, David W; Noll, Mark A; Marsden, George M (eds.). *Evangelicals: Who They Have Been, Are Now, and Could Be*. Grand Rapids: Eerdmans, 2020.

Bebbington, David. *The Dominance of Evangelicalism: The Age of Spurgeon and Moody*. IVP, 2005.

Benson, Bruce Ellis, Heltzel, Peter Goodwin (eds.). *Evangelicals and Empire: Christian Alternatives to the Political Status Quo*. Grand Rapids: Brazos, 2008.

Dayton, Donald W. *Rediscovering an Evangelical Heritage: A Tradition and Trajectory of Integrating Piety and Justice*. Grand Rapids: Baker Academic, 2014.

Dayton, Donald W, and Robert K Johnston, (eds.) *The Variety of American Evangelicalism*. Downers Grove: InterVarsity Press, 1991.

- Hart, D.G. *Deconstructing Evangelicalism: Conservative Protestantism in the Age of Billy Graham*. Grand Rapids: Baker Academic, 2004.
- Haykin, Michael A.G. and Stewart, Kenneth J. (eds.). *The Emergence of Evangelicalism: Exploring Historical Continuities*. Grand Rapids: InterVarsity Press, 2008.
- Henry, Daryn. A.B. *Simpson and the Making of Modern Evangelicalism*. Montreal & Kingston: McGill-Queen's University Press, 2019.
- Kobes Du Mez, Kristin. *Jesus and John Wayne: How White Evangelicals Corrupted a Faith and Fractured a Nation*. New York: Liveright, 2021.
- Marsden, George M. *Understanding Fundamentalism and Evangelicalism*. Grand Rapids: Eerdmans, 1990.
- Noll, Mark. *The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys*. IVP, 2003.
- _____. *The Scandal of the Evangelical Mind*. Grand Rapids: Eerdmans, 1994.
- Rawlyk, George A (ed.). *Aspects of the Canadian Evangelical Experience*. Montreal & Kingston: McGill Queen's University Press, 1997.
- Stanley, Brian. *The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott*. Grand Rapids: IVP, 2018.
- Williams, D.H. *Evangelicals and Tradition: The Formative Influence of the Early Church*. Grand Rapids: Baker Academic, 2005.
- Winter, Ralph (ed.). *The Evangelical Response to Bangkok*. South Pasadena: William Carey, 1973.
- Wolffe, John. *The Expansion of Evangelicalism: The Age of Wilberforce, More, Chalmers and Finney*. IVP, 2004.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*

- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at

classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning

experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).