

CANADIAN PENTECOSTAL SEMINARY

Member of the

Associated Canadian Theological Schools

HIS 690: Pentecostalism

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3 credit course

DESCRIPTION

The course is an attempt to define the nature of Pentecostalism and its impact on world Christianity. The movement will be traced as to its scope and variety in both Pentecostal and non-Pentecostal circles, and analyzed in terms of the factors related to its widespread acceptance.

OBJECTIVES

Cognitive: The student will be able to:

- 1) discuss the theological tenets and practices of pentecostalism and identify the central figures and catalytic events involved in both the emergence of pentecostalism and its spread into worldwide Christianity;
- 2) distinguish the ecclesiastical and theological differences between classical Pentecostals and charismatics, and identify the various types of groups that exist within each category;
- 3) describe the impact of the Pentecostal/charismatic movement on world Christianity.

Attitudinal: The student will appreciate that:

- 1) the worldwide Pentecostal movement represents a sovereign move of God to renew His church;
- 2) personal sacrifice was not only integral to the emergence of the Pentecostal movement, but continues to be an essential element for the renewal to continue.

Behavioural: The student will go on to:

- 1) minister, whatever the denominational or non-denominational affiliation, with a renewed desire to allow the Holy Spirit to accomplish His work;
- 2) minister with an appreciation for the body of Christ in its various theological and ecclesiastical forms.

FORMAT

Lecture; class discussion of lectures and assigned readings.

TEXTS

1. Robeck, Cecil. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal*

- Movement*. Nashville: Thomas Nelson, 2006.
2. Blumhofer, E. *Aimee Semple McPherson: Everybody's Sister*. Eerdmans, 1993.
 3. Optional reading: For students seeking credentials with PAOC (and who have not read Miller):
Miller, T.W. Edited by W. Griffin. *Canadian Pentecostals. A History of the Pentecostal Assemblies of Canada*. Mississauga, ON: Full Gospel Publishing House, 1994.
- For all other students:
Hummel, C. *Fire in the Fireplace: Charismatic Renewal in the Nineties*, 2d ed. IVP, 1993.
4. Anderson, Allan. *An Introduction to Pentecostalism: Global Charismatic Christianity*. Cambridge, 2004.
 5. Cox, H. *Fire From Heaven. The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-first Century*. Da Capo Press, 2001.

LECTURE & DISCUSSION SCHEDULE

Monday	Prologue; review of assignments 1. Matrix of pentecostalism <i>Discussion of Blumhofer</i>
Tuesday	2. Beginnings of C20th Pentecostalism <i>Discussion of Robeck</i>
Wednesday	3. Defining characteristics of pentecostalism 4. North America: movement to denomination <i>Discussion of early pentecostal journals (to be given out on Monday)</i>
Thursday	5. Spread of pentecostalism worldwide 6. "Second Wave"--Charismatic Movement in North America <i>Discussion of Miller or Hummel</i>
Friday	7. "Third Wave"--On-going renewal 8. Analysis: Impact of C20th Pentecostalism <i>Discussion of Anderson</i>

REQUIREMENTS

Before Class Week

1. Read 4 texts

Reading #1: a biography of one of the most colourful evangelists of the last century:

Blumhofer, E. *Aimee Semple McPherson: Everybody's Sister*.

Reading #2: the history of the most celebrated early pentecostal centre:

Robeck, C. *Azusa Street Mission*.

Reading #3: Cdn Pentecostal history; or Charismatic history/theology:

Option 1. For PAOC students who desire credentials with PAOC and who have not had a Pentecostal history course: Miller, T. *Canadian Pentecostals*.

Option 2. For other students, option to choose: Hummel, C. *Fire in the Fireplace*.

Reading #4: Non-North American Pentecostalism:

Anderson, A. *An Introduction to Pentecostalism*.

2. Write a 5-page report on readings 1, 2, 3 & 4

These 4 texts are to be read before class week, and a thoughtful review written for each. To demonstrate that you have read thoughtfully, first summarize the content and perspective of the book, and then formulate a response to some aspects of each of the books. **Due on Monday of class week.**

During Class Week

1. Attend classes with enthusiasm (i.e., no sleeping, doodling, or daydreaming during class lectures).

2. Read and write a summary of 2 early pentecostal journals (to be handed out 1st day of class)

First: *The Apostolic Faith* (Sep 1906) – all students will read this newsletter

If you want to get a head start on this one, the first edition of *The Apostolic Faith*, the periodical of the Azusa Street Mission, is available online: type “Azusa Street Papers” or “Apostolic Faith Newsletter” into a search engine.

Second: students will be assigned one other early newsletter

3 page written response, *in point form*:

Page 1: summary of *Apostolic Faith*

Page 2: summary of second newsletter

Page 3: comparison of the two newsletters

5% for written work &

5% for participation in discussion on Wednesday

3. Be prepared to discuss assigned textbooks

Each of the textbooks will be discussed in class according to the schedule given in the course outline.

After Week in Class

1. Write a response to Reading #5: Harvey Cox, *Fire From Heaven*

Leave this reading until after the week in class. *Fire From Heaven* is a controversial appraisal of Pentecostalism, and you will need the information gathered in class lectures and the other assigned readings to be able to evaluate Cox’s contribution to the study of Pentecostalism. Write a 10-page response to the strengths and weaknesses of Cox’s arguments.

Due: November 14

2. Write a lecture on one of the following:

The spirituality of early Pentecostals

Pentecostalism as a missional movement

The significance of eschatology in Pentecostal beginnings

The role of women in the early pentecostal movement

The life and ministry of a pentecostal/charismatic pioneer

The formation of the PAOC statement of faith

Roots of pentecostalism: catholic, reformed, holiness
The emergence of the pentecostal movement
The emergence of the charismatic movement
The nature of the third wave

Or another topic in consultation with the instructor

Since the idea is to have you prepare material that you can use later on, the lecture should be submitted in point form. Choose an audience (e.g., Adult Sunday School class; Youth group, etc.) and state what it is at the outset of your written submission. I am more concerned about the logical presentation and the content of the material than I am about its length. Show your research in footnotes; include a bibliography.

Due: December 5

EVALUATION

Reading reports--30% (4 x 7.5)
Critical evaluation of Harvey Cox book--20%
Newsletter report and discussion--10%
Lecture outline--40%

Select Bibliography

A full bibliography will be provided on the first day of class.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian format except in counselling courses, for which APA format is used.

Students are encouraged strongly to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/.

Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.