

Associated Canadian Theological Schools HIS 690: PENTECOSTALISM

Syllabus

Feb 22-24, 2012

Wed and Fri: 8.30 – 4.30 pm; Thursday: 8.30 - 3.00, 7.00 - 8.30

Venue: Mill Woods Pentecostal Assembly, Edmonton, AB

Instructor: **Dr. Van Johnson**

Dean of Master's Pentecostal Seminary

3 credit course

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I. 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.

II. LEARNING OUTCOMES

At the end of the course, the student will:

1. Know the theological tenets, central figures and catalytic events involved in the emergence of the Pentecostal movement and in its spread;
2. Be familiar with the global spread of the Pentecostal/charismatic movement;
3. Appreciate that personal sacrifice was not only integral to the emergence of the Pentecostal movement, but continues to be an essential element for renewal to continue;
4. Minister within his/her church setting, whatever the denominational or non-denominational affiliation, with a renewed desire to allow the Holy Spirit to accomplish His work;
5. Minister with an appreciation for the body of Christ in its various theological and ecclesiastical forms.

III. FORMAT

Lecture; class discussion of lectures and assigned readings.

IV. TEXTS

1. Robeck, Cecil. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Thomas Nelson, 2006.
2. Blumhofer, E. *Aimee Semple McPherson: Everybody's Sister*. Eerdmans, 1993.
3. One of the following two:

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.

NOTE: Miller may be ordered directly by calling Order Desk (@ PAOC national office): 905-542-7400, ext. 3223.

For all other students:

Synan, V. *Century of the Holy Spirit. 100 Years of Pentecostal and Charismatic Renewal, 1901-2001*. Thomas Nelson, 2001.

4. Anderson, Allan. *An Introduction to Pentecostalism: Global Charismatic Christianity*. Cambridge University Press, 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.

Highly Recommended:

Wilkinson, M., ed. *Canadian Pentecostalism. Transition and Transformation*. McGill-Queen's University Press, 2009.

_____. and P. Althouse, eds. *Winds from the North: Canadian Contributions to the Pentecostal Movement*. Brill Academic Publishers, 2010.

V. LECTURE & DISCUSSION SCHEDULE

Wednesday morning

Prologue

Wednesday afternoon

1. Matrix of pentecostalism

Discussion of Blumhofer

Thursday morning/afternoon

2. Beginnings of C20th Pentecostalism

Discussion of Robeck

Thursday evening

3. Defining characteristics of Pentecostalism: Pentecostal Wheel

Friday morning

4. From movement to denominations

Discussion of early pentecostal journals (to be given out Wednesday am)

5. Global spread of Pentecostalism

Friday afternoon

6. "Second Wave"--Charismatic Movement in North America

Discussion of Miller or Synan

7. "Third Wave"--On-going renewal

8. Analysis: Impact of C20th Pentecostalism

Discussion of Anderson

VI. ASSIGNMENTS & GRADING

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:

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

Option 2. For other students, option to choose: Synan, *Century of the Holy Spirit*.

Reading #4: Global Pentecostalism:

Anderson, A. *An Introduction to Pentecostalism*.

2. Write 4 reports on readings #1 – 4 (7.5% per report)

These 4 texts are to be read before class week, and a thoughtful review of 5 pages 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. Reports are due on the day they are discussed (see *Lecture and Discussion Schedule* – above).

During Class Week

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

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

To get a head start on this, the first edition of *The Apostolic Faith* (the periodical of the Azusa Street Mission) is available online: type “Azusa Street Papers” or go to:

<http://www.azusabooks.com/links.shtml#paper>

Second: students will be assigned one other early newsletter, and then produce a 3 page written response, *in point form*:

Page 1: summary of content and layout of *The Apostolic Faith*, Vol. 1 (Sep 1906);

Page 2: summary of content and layout of a second newsletter;

Page 3: comparison of the two newsletters.

Each summary should consider: what are the categories of writing in the newsletter? The 3 primary categories are: 1. News, 2. Testimony, 3. Teaching (you can develop these or add other categories as well). How much space is given to each category, and what are the topics in each category? What appears on the masthead, in other words, what does the top section of the newsletter tell you about how they understood their movement? Are certain Scriptural texts given prominence, both in the masthead and in the rest of the newsletter?

Other observations about the newsletter are encouraged.

5% for written work; **5%** for participation in discussion on Friday

2. 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 Class Week

1. Write a response to Reading #5: Harvey Cox, *Fire From Heaven* (20%)

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: March 9

2. Write a lecture on one of the following (40%):

- The spirituality of early Pentecostals
- The identity markers of pentecostalism
- 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
- Third Wave history and theology

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. Cite your research in footnotes; include a bibliography.

Due: April 15

EVALUATION SUMMARY

- Reading reports #1-4 --30% (4 x 7.5%)
- Critical evaluation of Harvey Cox book--20%
- Newsletter report and discussion--10%
- Lecture outline--40%

VII. SELECTED 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 or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged 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://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or <http://www.dianahacker.com/resdoc/>. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

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

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

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!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

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 the ACTS Academic Dean's office. 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://acts.twu.ca/library/plagiarism.ppt>

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