

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Valley Forge Christian College
Branch Campus
1401 Charlestown Road
Phoenixville, PA
January 15 - April 1, 2004

HISB 528 PENTECOSTAL & CHARISMATIC MOVEMENTS
(3 Credits)

Michael Di Giacomo, Ph.D.

Spring 2004

COURSE SYLLABUS

COURSE DESCRIPTION

An examination of the origin and development of the North American Pentecostal and Charismatic movements in the 20th century. Key personalities and theological issues will also be highlighted.

COURSE OBJECTIVES

Upon successful completion of this course the student should be able:

1. To define and describe the narrow and broader historical contexts of Pentecostalism and the Charismatic Movement.
2. To identify the most important individuals and events in the history of Pentecostalism and the Charismatic Movement.
3. To recognize the contributions that Pentecostalism has made to modern Christianity and Christian spirituality.
4. To write an historical analysis of what went into the making of the modern Pentecostal and Charismatic movements
5. Recognize the diversity which constitutes modern Pentecostalism
6. Examine aspects of Pentecostal history through the use of primary and secondary literature

TEXTBOOKS

Burgess, Stanley M., Ed., and Eduard M. van der Maas, Associate Ed. *The New International Dictionary of Pentecostal and Charismatic Movements*. Grand Rapids: Zondervan, 2002.

METHODOLOGY

Lectures, class presentations and discussion, personal readings and assignments.

COURSE REQUIREMENTS

Book Report and Presentation worth 30% of the final grade due by **March 18, 2004**.

1. Choose one of books from the list below and write a 5-7 page book review. The written review will be worth 15% and the presentation will be worth 15% of the final grade. A book will be assigned to only one student on a first-come-first-served basis. The book report should follow the guidelines for a book review attached to the end of this syllabus. The following must be included in the book review:
 - a. Full bibliographical information including the number of pages.
 - b. Identify the author by briefly saying who he/she is, what his/her position (i.e. professor of history at Harvard University), and, if possible, another important work written by the author.
 - c. Briefly present the structure and layout of the book including its main theme as well as sub-themes.
 - d. Give the author's main goal or thesis in writing the book and his/her motive for writing the book.
 - e. Summarize the evidence the author presents in support of the thesis.
 - f. Comment on the style of the book, whether it was easy to read, logical, the impact of examples, the strength of the arguments and supporting evidence.
 - g. Did the author do what he/she set out to do? Did he/she achieve his goal? Did anything surprise you about the book and its content? If so, what?
 - h. What questions did the author set out to answer? Was he successful? Did he/she leave you with questions? Without wishing he had written a book another subject, was there anything that the author should have addressed but did not?
 - i. Personal comments

Each student will make a fifteen-minute presentation of the book in class after which the other students will have the opportunity for fifteen minutes to ask questions about the content of the book. The oral presentation of the book is worth 15% of the final grade and will be graded on the student's ability to clearly communicate his report, his knowledge of the contents of the book, and his ability to clearly and competently answer the questions of his/her classmates. The date and time of the student's oral presentation will be determined by lottery.

2. A research essay of at least 20 pages worth 70% of the final mark on an important issue, theme, movement, or individual in the Pentecostal or Charismatic Movements. Topics can include but are not limited to:
 - j. The relationship between Charismatics and Classical Pentecostals.
 - k. How Pentecostalism has changed through the years in terms of doctrine and/or practice.
 - l. A significant figure (Charles Parham, William Seymour, Charles Mason, E.R. Flower, Aimee Semple McPherson, Kathryn Kuhlman, Oral Roberts, Demos Shakarian, etc.) and his/her impact on the Pentecostal or Charismatic movement(s).
 - m. The changing views/practices of holiness/sanctification in classical Pentecostalism.

- n. The concept of holiness in classical and neo-pentecostalism
- o. Controversial issues, doctrines, or movements (ex. Montanism, Latter-Rain controversy, Toronto Blessing, etc).
- p. Pentecostal-Charismatic attitudes towards formal higher education.
- q. The role/status/ of or attitudes toward women in Pentecostal and Charismatic circles.
- r. Pentecostal/Charismatic movements and relations with the State.
- s. Pentecostal/Charismatic movements and relations with society.
- t. Pentecostal/Charismatic movements and race.

N.B. Before proceeding with the research paper please note that the student is required to submit in correct style and formatting, no later than Thursday, February 12, a detailed proposal no longer than two pages for the research paper which should include the topic, the thesis statement or main question, and a preliminary outline of the paper. The proposal should also include on a third page sources used in preparing the proposal. The list of sources should include full bibliographical data. The bibliography in the completed research paper should include only those sources actually used for the paper. There must be at least 10 sources only one of which can be an internet source and at least one must be a primary source. The bibliography must be annotated. That means that it must include full bibliographical information including the number of pages, a brief synopsis of the resource, a brief description of the relevant material and a brief comment on why the resource was useful for your research paper. The completed research paper is due by the last day of class, **Thursday, April 1, 2004**.

Summary of Requirements

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|----------------------|--------------------|
| 1. Book Review | 15% (due March 15) |
| 2. Book Presentation | 15% (Date TBD) |
| 3. Research proposal | (due February 12) |
| 4. Research Paper | 70% (due April 1) |

LECTURE SCHEDULE (Tentative)

Introduction

Definition of "Pentecostal"

Classical

Charismatic

Third Wave

Pentecost Through the Centuries

The Formation of Pentecostal Identity

Restorationism

Christian Perfection

The Holiness Movement

Healing Movements

John Nelson Darby

Non-wesleyan Origins

Modern Pentecostalism
Charles Parham
William Seymour
The Assemblies of God
Theological Controversies
Charismatic Renewal
Institutionalization
End of Century Renewal Movements

Book Presentations by students (dates and times TBD)

Please choose one of the following for your book review and presentation:

Anderson , Allan H. and Walter J. Hollenweger, eds, *Pentecostals After a Century : Global Perspectives on a Movement in Transition /* Sheffield : Sheffield Academic, 1999.

Anderson, Robert Mapes. *Vision of the Disinherited: The Making of American Pentecostalism.* New York: Oxford University Press, 1979.

Blumhofer, Edith L. *The Assemblies of God: A Chapter in the Story of American Pentecostalism.* Vol. 1-to 1941, Springfield, Mo.: Gospel Publishing House, 1989.

Blumhofer, Edith L. *Restoring the Faith: The Assemblies of God, Pentecostalism, and American Culture.* Urbana: University of Illinois Press, 1993.

Cox, Harvey. *Fire From Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-first Century.* Reading, MA: Addison-Wesley, 1995.

Dempster, Murray W. and Byron D. Klaus and Douglas Peterson, eds. *The Globalization of Pentecostalism: A Religion Made to Travel.* Regnum, 1999.

Duplessis, David. *A Man Called Mr. Pentecost.* Plainfield: Logos, 1977, AND *The Spirit Bade Me Go.* Oakland, published by author, 1970.

Hollenweger, Walter J. *Pentecostalism: Origins and Developments Worldwide.* Peabody, Ma.: Hendrickson Publishers, 1997.

Horton, Wade H., ed. *The Glossolalia Phenomenon.* Cleveland, Tenn.: Pathway Press, 1966.

Hunt, Stephen and Malcolm Hamilton. *Charismatic Christianity: Sociological Perspectives.* New York: St. Martin's Press, 1997.

Jongeneel, Jan A.B., ed. *Experiences of the Spirit: Conference on the Pentecostal and Charismatic Research in Europe at Utrecht University, 1991.* Studies in the Intercultural History of Christianity. New York: Peter Lang, 1992.

- Lederley, Henry I. *Treasures Old and New: Interpretations of "Spirit-Baptism" in the Charismatic Movement.* Peabody, Mass.: Hendrickson Publishers, 1988.
- Ma, Wonsuk and Robert P. Menzies, eds. *Pentecostalism in Context: Essays in Honor of William W. Menzies.* Sheffield, U.K.: Sheffield Academic Press, 1997.
- Martin, Larry. *The Topeka Outpouring of 1901: Eyewitness Accounts of the Revival that Birthed the Twentieth Century Pentecostal/Charismatic Movements.* Joplin, Mo.: Christian Life Books, 1997.
- McDonnell, Kilian, ed. *Presence. Power, Praise: Documents on the Charismatic Renewal.* Collegeville, Minn.: Liturgical Press, 1980.
- Nichol, John Thomas. *The Pentecostals.* Plainfield, N.J.: Logos International, 1966.
- Poewe, Karla., ed. *Charismatic Christianity as a Global Culture.* Columbia, S.C.: University of South Carolina Press, 1994.
- Quebedeaux, Richard. *The New Charismatics II.* New York: Harper and Row, 1983.
- Ranaghan, Kevin and Dorothy. *Catholic Pentecostals.* Paramus, N.J. : Paulist Press, 1969.
- Spittler, Russell P., ed. *Perspectives on the New Pentecostalism.* Grand Rapids: Baker Book House, 1976.
- Synan, Vinson, ed. *Aspects of Pentecostal-Charismatic Origins.* Plainfield, N.J.: Logos International, 1974.
- Synan, Vinson. *The Holiness-Pentecostal Tradition: Charismatic Movements in the Twentieth Century.* Grand Rapids: William B. Eerdmans Publishing Company, 1997.
- Synan, Vinson. *The Twentieth-Century Pentecostal Explosion.* Altamonte Springs, Fla.: CreationHouse, 1987.
- Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture.* Cambridge and London: Harvard University Press, 2001.

Evaluating the Research Papers

Richard Marius, *A Short Guide to Writing About History*. (3d or 4th edition. New York: Longman, 1999/2002), on reserve in the library, is strongly recommended as a resource book for the research paper. The review and the research paper should be double-spaced, written with 12-point Times New Roman font, with one-inch margins. Please do not use bold text except occasionally for emphasis. Points will be deducted for spelling and grammar. **Late papers are not accepted.**

Papers will be marked on the correct use of research methods, the relevancy of sources, clear and logical argumentation, and originality of the work. (source: web.uvic.ca/~gradean/ta7.html)

A Paper

A paper of this level displays a mastery of the information and the theoretical context in which it is presented. It contains original thought expressed fluently and written with a style distinguished by its freshness and clarity. The argument is sound, substantive, organized, introduces other points of view and uses proper sources effectively. One is impressed by the author's contribution to the understanding of the topic and where the subject is going.

B Paper

The author demonstrates a substantial knowledge of the information and theoretical concepts associated with the subject. The paper is well written and presented with no serious flaws, a good use of sources and a clear thesis. The argument is above average in organization and analysis and brings in points to support the thesis. There is an awareness of different points of view. The conclusion is sound but not original. Generally, the paper is competent but not extraordinary.

C Paper

The author demonstrates an acceptable grasp of the material and awareness of the sources and general theory. The organization is logical and the style follows proper form, although there may be some lapses in each aspect. The paper would be best described as descriptive because it lacks any substantial analysis, and demonstrates a modest ability to work with the material critically. One senses the author does not fully understand the issues of the subject because the ideas are shallow, undeveloped, and tend to stray from the subject.

D Paper

The author shows a familiarity with the subject, but not an understanding of it. He or she lacks the writing or communication skill to intelligibly relate what knowledge has been comprehended. The paper is disorganized, lacks structure, and the ideas are undeveloped. There is no evidence of substantial thought.

F Paper

The author is without any writing skill. Grammar and spelling errors dominate and disguise the lack of organization. The ideas are unrelated to the subject and reveal a complete misunderstanding of the task.

Evaluation Grid for Research Papers

Papers are evaluated on the correct use of research methods, the relevancy of sources, clear and logical argumentation, and originality of the work. The following evaluation grid is used.

15% for general presentation (title page, table of contents, grammar, cleanliness, quality of sources)

15% for the introduction (presentation of the subject, good thesis statement or main question, clarity and precision of the research problem)

10% for the quality of reasoning (the chapters, paragraphs, and ideas follow in logical order)

50% for the content (development, clarity, coherence of the argument, the relevancy and use of sources, originality, difficulty of subject matter)

10% for the conclusion

N.B. One percentage point will be deducted for every five spelling mistakes. A paper with an *excessive* number of spelling or grammar mistakes will receive a 0 grade.

All coursework is due by April 1, 2004.

NOTE: Work received after the session due date specified in the syllabus will result in a change of grade fee (\$15.00) being charged, even when an extension has been granted by the instructor.

How To Do a Book Review

(Source: Richard Marius, *A Short Guide to Writing History*. 3d edition. Reading, MA: Longman, 1999, pp.175-7)

Reviewing books is an essential part of the historian's profession. Reviewing books is also a good way to train yourself in understanding how the discipline of history works. Before you begin, look at journals that carry book reviews about the period and the region you are studying. Almost all journals in history carry book reviews, some of them long essays. An hour or two spent in the periodical room of your library reading reviews will help you understand the form and imitate it in your own review. If you find several scholarly reviews of the book you are reviewing yourself, you may learn a great deal about the book and its author, and you will also see issues you might choose to write about.

Remember! Fundamental honesty requires you to say so if you take something from a review that someone else has written of the book you are reviewing for your course.

Here are some pointers that will help you write good reviews.

1. Always give the author's major theme, his or her motive for writing the book. You will most often find that motive expressed in the preface, which you should always read. It is a good idea to read the preface, the introduction, and the last chapter of a book before you read the complete work. By reading the last chapter, you see where the author is heading as you read the rest of the book. One of my students once pounded the table and shouted "NO," when I said he should read the last chapter first. I told him history books are not novels, and he seemed mollified.
2. Summarize briefly the evidence the author presents.
3. Identify the author, but don't waste time on needless or extravagant claims about him or her. It is a cliché to say that the author is "well qualified" to write a book.
4. Avoid lengthy comments about the style of the book. It's fine to say that the style is good, bad, interesting, or tedious. If a book is especially well written or if it is incomprehensible, you may quote a sentence to illustrate a good or bad style, but don't belabor the point.
5. Avoid generalizations such as, "This book is interesting," or "This book is boring." If you do your job in the review, readers can tell whether you find it interesting or boring. And remember, if you are bored, the fault may be in you rather than the book. I still recall my Ancient History professor at the University of Tennessee, who, when I said reading Plutarch bored me, declared sternly, "Mr. Marius, you have no right to be bored with Plutarch." He was right.
6. Avoid passionate attacks on the book. Scholarship is not always courteous, but it should be. Reviewers who launch savage attacks on books usually make fools of themselves. They may even win friends for the book they seek to demolish.
7. Don't feel compelled to say negative things about the book. If you find inaccuracies, say so, and if you disagree with the writer's interpretation here and there, say that, too, giving your reasons in a civil tone. Remember that petty complaints about the book make you look foolish or unfair. Don't waste time pointing out typos unless they change the meaning the author intends.
8. Judge the book- the author has written. You may wish the author had written a different book-. You might write a different book yourself. But the author has written *this* book. If the book did not need to be written, if it adds nothing to our knowledge of the field, if it makes conclusions unwarranted by the evidence, say so. But don't review the book as if it should be another book.
9. Always remember that every good book has flaws. The author may make some minor errors in fact or some questionable judgments. Even so, the book may be extremely valuable. Don't condemn a book outright because you find some mistakes. Try to judge the book as a whole.
10. Try to bring something from your own experience - your reading, your thoughts, your reflections, your recollections - to the book. Try to make use of a broad part of your education when you review a book. If you have read other books in other classes that are

relevant to this class, say something about those books in your re-view. If you know facts the author has overlooked, say so.

11. Avoid writing as if you possess independent knowledge of the author's subject when in fact you have taken all you know from the book itself. Don't pretend to be an expert when you are not. Be honest.
12. Quote selectively but fairly from the book you are reviewing. Quotations give some sense of the tone of the book. They may express thoughts in a sharp and pungent way. The prose of the author you review may help spice up your own review.
13. Avoid long chunks of quotation. You must show your readers that you have absorbed the book you review. If you give them too many long quotations, they may suppose you are asking them to do the reflection and analysis you should have done yourself.
14. Read the book. That may be the most important advice about writing a book review. Now and then even professional historians don't read the books they review in journals. You can see their errors when outraged authors write to protest. Don't let that happen to you!

SPECIFIC DATE

Syllabus prepared by Michael Di Giacomo, October 2003.