

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

**MHT 910: History of Christianity in Missiological Perspective
Doctor of Missiology**

COURSE SYLLABUS

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While Dr. Self's academic specialty is history, God has gifted him in multiple areas. Prior to his joining the faculty at AGTS, he served for 30 years in various pastoral roles—including senior pastor—and concurrently taught for 28 years at the following schools: Bethany University, AGTS (adjunct), Western Seminary (adjunct), George Fox University and Continental Theological Seminary in Brussels, Belgium. Besides church history courses, he has taught theology, philosophy, ethics, apologetics, leadership and ministry.

An able communicator to secular audiences as well as to the Church, Dr. Self is frequently invited to speak at civic, community and training events. Along with many appearances in media shows, he has served as “Dr. History” for the leading talk radio station in the San Francisco Bay Area, doing a weekly segment from 2004 to the present. He has published the books *The Power of Faithful Focus* (Heath Communications) and *The Divine Dance* (Authorhouse), as well as articles in the *Pentecostal Evangel*, *Pneuma* and *Kairos* journal.

In 2007 Dr. Self directed the establishment and development of AGTS West in collaboration with the Northern California-Nevada District Council and Bethany University.

COURSE DESCRIPTION

We will discover and evaluate several missiological paradigms evident in the expansion of Christianity, from its Biblical foundations and its early days in Jerusalem to its current global reach. We will evaluate the insights of historians and theorists as they detail the advance and decline of Christianity in particular locales and particular moments. We will examine both the origins and some of the developments of the Pentecostal movements in the 20th and 21st century. We will extract insights that will affect present and future mission strategies.

LEARNING OUTCOMES

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

THE PURPOSE, PROGRAM GOALS, SPECIFIC LEARNING OUTCOMES FOR THE DOCTOR OF MISSIOLOGY DEGREE

1. The purpose of the D. Miss. is to prepare persons for denominational and interdenominational leadership roles in cross cultural ministries both in the United States of America as well as around the globe; to educate persons with specialized expertise in missiology and its cognate disciplines; and to train persons for research and teaching in those disciplines.
2. The D.Miss. program goals are to enrich the practice of missionaries serving with our denomination and other agencies through :
 - a. mastery of missiological and cognate disciplines
 - b. an advanced understanding of theological disciplines and their relationship to missiology
 - c. enhanced ability to provide leadership in cross-cultural ministries, and the capacity to engage in research and teaching
3. The specific learning outcomes for the D.Miss. program are that the upon completing the program the student will be able to:
 - a. express a deepening biblical and theological understanding of *Missio Dei* and the kingdom of God
 - b. articulate a distinctively Pentecostal theology of intercultural ministry
 - c. describe the historical development of the Christian movement and the participant's role in the contemporary world
 - d. discern the Holy Spirit's direction in the fulfillment of the mission of God in diverse cultural settings and to contextualize effective expressions of the Gospel
 - e. establish priorities of evangelism, church planting, leadership formation, and compassion ministries
 - f. model a continuing commitment to personal spiritual formation and growth as a member of God's missionary people

- g. illustrate the close relationship between the local church and missions; and
- h. make a scholarly contribution to the understanding and practice of intercultural ministry.

OBJECTIVES

Upon completion of this course, the diligent student will be able to demonstrate, through oral and written communication:

- Mature understanding of the unifying missiological narrative of both Old and New Testaments.
- Knowledge and contextual understanding of significant missiological paradigms utilized in world Christian history.
- Familiarity with some of the key contemporary missiological theorists and the relevance of their insight for present and future missionary endeavors.
- Evaluate the connections between the early Evangelical Missions movements of the 18th and 19th centuries and 21st century cross-cultural, global challenges.
- Familiarity with some of the primary and secondary literature on the history and theory of missions.
- Knowledge of early Pentecostal missions movements and their contributions to modern mission.
- Contextualize and evaluate the effectiveness of some of the current paradigms present in Assemblies of God mission efforts.
- Develop resources for teaching the history of missions and missiological issues in a variety of contexts, from adult education to seminary-level instruction.

METHODOLOGY

The course will include class discussions, online communication, lectures, media and small group discussions.

KEY CLASS TOPICS (exemplary, not exhaustive)

- Biblical theologies and missions paradigms in the Canon of Scripture
- Historical developments of Christian Mission – especially paradigms of contextual Missiology
- The work of the Holy Spirit in mission – outpourings, spiritual gifts and unusual expressions and individuals
- Modern Protestant Missions – from the Great Awakening to Pentecostal Movements
- The unique dynamics of early Pentecostal Missions – and 21st century global missions
- Understanding the polyvalent nature of Pentecostal experience and theology as it relates to contextualized missions

REQUIRED TEXTBOOKS

Allan Anderson, *Spreading Fires: the Missionary Nature of Early Pentecostalism*. Maryknoll: Orbis 2007. **ISBN 9781570757495**

Philip Jenkins, *God's Continent: Christianity, Islam and Europe's Religious Crisis*. Oxford: 2007. **ISBN 9780195384628**

Philip Jenkins, *The Lost History of Christianity: the Thousand Year Golden Age of the Church in the Middle East, Africa and Asia- and How It Died*. New York: Harper 2008. **ISBN 0061472808**

Stephen Neill, *A History of Christian Missions*, Revised Edition. New York: Penguin Books 1986. **ISBN 97801401137637**

Ruth A. Tucker, *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions*, 2nd Edition. Grand Rapids: Zondervan, 2004. **ISBN 0310239370**

Andrew Walls and Kathy Ross, *Mission in the 21st Century: Exploring the Five Marks of Global Mission*. Maryknoll: Orbis 2008. **ISBN 9781570757730**

Christopher J.H. Wright, *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove: IVP 2006. **ISBN 100830825711**

REQUIRED ARTICLES

Gary B. McGee, "Revisiting the Impossible Gulf: Miracles and Mission" (a summary paper of a larger forthcoming work)

Gary B. McGee, "To the Regions Beyond: The Global Expansion of Pentecostalism" in the *Century of the Holy Spirit*, ed. By Vinson Synan, Nashville: Thomas Nelson, 2001.

Dr. Ivan Satryavrata, "J. Philip Hogan's Spirit-Led Vision and the Globalization of Pentecostal Missions in the 21st Century" Available at www.agts.edu or in hard copy during class.

BACKGROUND READING

Neill and Tucker are great overviews of the material we will be covering. As soon as possible, they should be read. If you are familiar with either or both, you can focus on the other works. Even if you have read both of these before, please review their key insights, specifically the "lenses" that they use to look at the missionary enterprise.

CALENDAR FOR CLASS SESSIONS

Monday, December 14: Biblical Foundations (Wright) and Approaches to the History of Missions (Neill and Tucker)

Tuesday, December 15: Polyvalent Paradigms: Christian Missions from the 4th to the 18th century (Jenkins, Neill and Tucker)

Wednesday, December 16: Evangelical Missions: 18th to 20th Century

Thursday, December 17: Pentecostal Missions: from Azusa Street to the current Global Movements (Anderson, McGee articles)

Friday, December 18: The Future of Christian Missions (Jenkins, *Crisis*, Satyavrata and Walls & Ross)

PRE-SESSION REQUIREMENTS (Pre-Session papers are due the first day of class – please bring them with you. You may also email them to the professor – see details below)

- Read Wright’s work, *The Mission of God: Unlocking the Bible’s Grand Narrative*.
Prepare a 4-5 page reading report with the following:
 - A summary of Wright’s key insights and methodological principles
 - Your analysis and critique of his approach and content
 - Your personal outline on the Biblical texts that thrust God’s people forward in mission. Prepare this 1-2 page outline as a starting place for teaching to leaders.
- Read Neill and Jenkins’s histories. **Prepare a 4-5 page paper with the following:**
 - The underlying philosophy and methodology of each work.
 - The missiological insights of the “lost history” Jenkins explores. What specific missionary strategies and stories arrest your attention and why?
 - Comment on Neill’s assessment of missions in the 19th and 20th century. Mention at least two success narratives and two areas of concern.

IN SESSION REQUIREMENTS (you may want to get a jump-start on this reading)

- Read Allan Anderson, *Spreading Fires: the Missionary Nature of Early Pentecostalism* and the articles by McGee.
- On **Thursday, December 17, turn in a 5-7 page paper** on “Material, Method and Miracle: what resources make for sustainable Pentecostal ministry?”
- Be prepared for lively discussion of the Biblical and historical issues raised by the reading, the instructor and fellow-students. Participation matters!
- **Read the first half of Jenkins’s work, *God’s Continent: Christianity, Islam and Europe’s Religious Crisis*. Be prepared to participate in a guided discussion on Friday, December 18th** on the future of Christianity on the West and the missiological retooling needed to re-evangelize Europe.

POST-SESSION REQUIREMENTS (all Post-Session Work is due March 15, 2010)

- Finish *God's Continent* and read all of Walls and Ross, *Mission in the 21st Century*.
 - **Compose a 4-5 page essay**, with references to these works, entitled, "Pentecost and Missions in the 21st century" What key principles need to guide our missionary strategy?
- Read all of the Hogan Lectures by Dr. Ivan Satyavrata
 - **Prepare a teaching outline of 8-10 pages**, using the resources of this course and at least five additional sources. The target audience is college-level student preparing for missionary service. The theme of this outline is "Back to the Future." Detail critical theological and methodological strategies from all five eras of mission history: Biblical, Early church (to 500), Medieval (500-1500), Modern (1500 to 2000) and Future (2000 forward). The goal is a useful resource to stimulate excellence in ministry as well as further avenues of research.

Guidelines of Excellent Papers:

- Name and Title page per standard AGTS format.
- APA or Turabian formats are welcome.
- Inclusive language is imperative except for references to the Trinity or when directly quoting a source.
- Always cite sources properly, even if you are only referring to an author's ideas. Accuracy and integrity are critical.
- Excellent grammar, spelling and organization are assumed at this level – proofread carefully and have a friend read it over.
- Submit papers in class or electronically (to cself@agts.edu). Use your last name as the first word in the file and use MSWord and send as an attachment.
- Always avoid discriminatory language regarding age, culture, disabilities, gender or race. The only exceptions may be relevant quotes from historical sources used to illustrate a point in written work.

Students with Disabilities: Please contact Student Services at AGTS if you need special learning accommodations. Documentation is required for special considerations.

GRADING

- Pre-Session papers/reading reports: 50 pts. each = 100 points
- Class Session Paper = 50 pts.
- Class Discussion/Participation = 50 pts
- Post-Session Essay = 50 pts.
- Post-Session Teaching Outline = 100 points
 - Total = 350 points
 - Grades are determined on an overall percentage scale in accordance with AGTS guidelines

- As a rule, “A” grades are NOT automatic – they are evidence of excellent work beyond the norm. “B” grades are not negative – they represent accurate, solid effort.
- Please stay in touch if situations arise regarding completing your work or if you want any help with improving your work. I am available to help.

GRADING SCALE

A+ (10)	publishable	A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

BIBLIOGRAPHY

In addition to the required works and their attendant bibliographies, the AGTS Doctor of Missiology website has an extensive bibliography.

SYLLABUS

Syllabus prepared by Rev. Charles E. Self, Ph.D. on September 16, 2009

ADDENDUM 1

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in . Avoid constant repetitions of proper

- names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
 5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
 6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
 7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
 8. If in doubt about a long sentence construction, break into two or more sentences.
 9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to yourself as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, avoid using the first person plural (“we,” “us,” “our”) and the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
 10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.***
 11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
 12. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.
 12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
 13. Use headings, as well as sub-headings (if necessary). Do not use “chapters”; those would be for theses and dissertations.
 14. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don’t accept them uncritically.
 15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.

16. Gender inclusive language should always be used except when referring to the members of the Trinity.