

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

HIS/THE/MHT 701 Christianity in the Modern and Post-Modern Eras (1650-Present)

Meets Wednesdays and Fridays, 10:30 a.m.-1:15 p.m.

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COURSE DESCRIPTION

A study of how Christians since the seventeenth century have perceived the mission of God in the world, involving the expansion and changing cultural contexts of Christianity from the emergence of the Enlightenment, modernity, and post modernity in the West to the global shift of Christianity southward. Key personalities; theological and missiological developments; the interaction of theology with history, hermeneutics, science, and philosophy; and renewal movements including evangelicalism and Pentecostalism receive attention. The course ends with a discussion of contemporary relevance and applications.

COURSE OBJECTIVES

At the conclusion of this course, each student should be able to:

1. Discuss the history of Christianity in its diverse cultural settings from 1650 to the present.
2. Analyze the contributions of key personalities and movements (for example, the missions movement and the ecumenical movement) since the seventeenth century.
3. Explain how diverse cultural contexts have both enriched and challenged the witness of the faith.
4. Analyze new understandings of the mission of the church that arose and the patterns of evangelization that were subsequently adopted.
5. Discuss important theological issues that have contributed to the further articulation of Christian doctrine.
6. Discuss the changing nature of Jewish-Christian relationships.
7. Trace developments in liturgy and how they have impacted the life of the churches.
8. Explain how issues of biblical interpretation have impacted modern Christianity.
9. Discuss the historical roles of women in ministry.
10. Analyze the challenge of Islam to Christianity since the seventeenth century.
11. Discern patterns for personal and corporate renewal today.
12. Relate one's own story to the larger story.

TEXTBOOKS

- Bray, Gerald. *Biblical Interpretation: Past & Present*. Downers Grove, Ill.: InterVarsity Press, 1996.
- González, Justo L. *The Story of Christianity, Vol. 2: The Reformation to the Present Day*. San Francisco: Harper & Row, 1984.
- Grenz, Stanley J. *A Primer on Postmodernism*. Grand Rapids: William B. Eerdmans Publishing Co., 1996.
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. Oxford: Oxford University Press, 2002.
- Malone, Mary T. *Women & Christianity. Vol. III: From the Reformation to the 21st Century*. Maryknoll: Orbis Books, 2003.
- Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*. Downers Grove, Ill.: InterVarsity Press, 1999.
- Placher, William C., ed. *Readings in the History of Christian Theology, Vol. 2: From the Reformation to the Present*. Philadelphia: Westminster Press, 1988.
- Riddell, Peter G., and Peter Cotterell. *Islam in Context: Past, Present, and Future*. Grand Rapids: Baker Academic, 2003.
- Ross, Andrew C. *A Vision Betrayed: The Jesuits in Japan and China, 1542-1742*. Maryknoll: Orbis Books, 1994.
- Snyder, Howard A. *The Radical Wesley and Patterns for Church Renewal*. Eugene, Ore.: Wipf and tock Publishers, 1996.

COURSE REQUIREMENTS

1. The student is expected to attend all class sessions. Absences should be for extreme circumstances only. The limits established by the Seminary will be observed. “Barring a serious medical emergency, credit cannot be granted for courses in which a student has been absent beyond the equivalent of more than two weeks.”
2. The student will submit **ten two-page focus papers based on assigned readings** during the term. The topics and due dates are announced on the “Course Outline, Pre-Session Assignments, and Exam Schedule” section of the syllabus. (Each one is due at the beginning of class on the assigned date.) These essays allow the student to interact with the reading assignments for the scheduled lecture topics and respond cogently to them. The two-page length expectation should be seen as the maximum allowable length. (Focus papers should begin with a brief statement of purpose, be double-spaced, and carefully proofread. They should NOT include footnotes, endnotes, and bibliography.) See the attached guidelines for writing.
3. There will be **ten unannounced quizzes** during the semester over assigned readings and classroom lectures, etc. Each quiz will contain a single essay question. **They may be given at the beginning or the end of a selected class session at the professor’s discretion.**
4. The student should come to each class session prepared through the assigned readings to participate in the presentation.

5. A selected number of students may choose to opt out of writing three focus papers by engaging in a classroom debate. The grade for the presentation will substitute for the grades of the three focus papers.

Debates

September 27	Jonathan Edwards vs. Charles Finney (on the nature of revival)
October 18	Phoebe Palmer vs. John R. Rice (on women in the pulpit)
November 3	Hendrik Kraemer vs Pearl Buck (on the need to evangelize the “heathen”)

Instructions

- A. Each participant should read a major biography of the individual they represent, followed by materials written by the person on the topic under discussion.
- B. Presentation of a bibliography of readings and a copy of the debate text to the instructor on the day assigned for the debate. A brief one-page handout of some nature should be provided to the class.
- C. All participants must represent the person studied and speak for them—not about them.
- D. Creativity is a must! Costumes are encouraged if appropriate. There is no standard debate form to follow.
- E. Participants must rehearse. Each debate should last 25-30 minutes to allow adequate time for questions. Debates are not discussions, but the encounter of ideas.
- F. Presentations must be memorized; while brief notes can be used, the debates cannot be read from manuscripts.
- G. Please do not attempt to use an accent (e.g., German).

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one’s own, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.—
AGTS Student Handbook

CLASSROOM INTEGRITY AND THE USE WORD PROCESSORS

The use of word processors in the classroom represents a privilege given to students to enhance their learning. They may only be used for purposes related to the course. Therefore, it is breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, send messages, etc., during class time. The professors assume that seminarians will be persons of integrity when using word processors in the classroom.

GRADING PROCEDURE

Focus papers	60%
Quizzes	40%

Grades are recorded and averaged on the basis of the following grade scale: A=94-100; A-=90-93; B+=87-89; B=84-86; B-=80-83; C+=77-79; C=74-76; C-=70-73; D+=67-69; D=64-66; D-=60-63; F=0-59.

All assigned work for the course must be submitted for the student to receive a passing grade for the course. The grade of I (Incomplete) may be granted only for extenuating circumstances upon the written request of the student. Except in the case of severe extenuating circumstances, the course grade will be reduced by one letter.

COURSE OUTLINE, PRE-SESSION READING ASSIGNMENTS, AND EXAM SCHEDULE

CODE: Bray—B; Gonzalez—Go; Grenz—Gr; Jenkins—J; Malone—M; Olson—O; Placher—P; Riddell and Cotterell—RC; Ross-R; Snyder—S.

The numbers refer to first session (10:30 a.m.-11:45) and second session (12-1:15 p.m.).

Aug 30	1. Introduction to the course	GBM
	2. Christianity in 1650	
	<i>Pre-assigned reading: Go—(chaps.) 14-20</i>	
Sep 1	1. Missions and the dilemma of Discovery	GBM
	2. Francis Xavier	
	<i>Pre-assigned reading: R—Introduction, 1-117</i>	
Sep 6	1. Missions to Japan	GBM
	2. Missions to China	

Pre-assigned reading: R—118-206

Focus paper: An evaluation of Valignano’s mission principles

Sep 8	<ol style="list-style-type: none">1. Galileo and the rise of modern science2. Shift in the Western worldview <p><i>Pre-assigned reading:</i> M—Introduction, 1-125</p>	JHR
Sep 13	<ol style="list-style-type: none">1. The Enlightenment and “modernity”2. Contd. <p><i>Pre-assigned reading:</i> Go—(chap.) 21; O—518-537; P—82-90, 98-106</p> <p>Focus paper: An evaluation of Descartes’s impact on theology</p>	JHR
Sep 15	<ol style="list-style-type: none">1. Revivalism in continental Europe2. Zinzendorf and the Moravian community <p><i>Pre-assigned reading:</i> Go—(chaps.) 22-23; O—473-492; P—91-94</p>	GBM
Sep 20	<ol style="list-style-type: none">1. Wesleyan revival in England2. Wesley and patterns of church renewal <p><i>Pre-assigned reading:</i> Go—(chaps.) 24-25; O—493-517; P—94-98; S—<i>The Radical Wesley</i></p> <p>Focus paper: An evaluation of Wesley’s concepts of church and renewal and their relevance for today</p>	GBM DLR
Sep 22	<ol style="list-style-type: none">1. French Revolution and its aftermath2. Impact of emerging secularism on Western Christianity <p><i>Pre-assigned reading:</i> Go—(chaps.) 26-27</p>	GBM
Sep 27	<ol style="list-style-type: none">1. William Carey and the emergence of “modern missions”2. Debate: Jonathan Edwards vs. Charles Finney	DLR GBM
Sep 29	<ol style="list-style-type: none">1. Chapel: 10:30-11:452. Biblical interpretation: rise of the historical-critical method to Schweitzer <p><i>Pre-assigned reading:</i> B—221-375; O—538-547; P—115-117, 120-123, 130-139, 151-153</p> <p>Focus paper: An evaluation of the influence of 17th-18th-century rationalism on biblical interpretation</p>	JHR
Oct 4	<ol style="list-style-type: none">1. Schleiermacher and the Romantic movement2. Feuerbach, Kierkegaard, and the Great Synthesis <p><i>Pre-assigned reading:</i> Go—(chap.) 28; O—570-577; P—139-143</p>	JHR
Oct 6	<ol style="list-style-type: none">1. Arthur T. Pierson and the “Crisis of Missions”2. Radical evangelicals and world evangelization <p><i>Pre-assigned reading:</i> Go—(chaps.) 30-32; M—126-179</p>	GBM

Oct 11	<ol style="list-style-type: none"> 1. Chapel: 10:30-11:45 2. Roman Catholic Church in the 19th century <p><i>Pre-assigned reading:</i> Go—(chap.) 29, 33; M—180-205; P—143-149</p> <p>Focus paper: An evaluation: Is infallibility in church leadership among Christians unique to the Catholic tradition?</p>	GBM
Oct 13	<ol style="list-style-type: none"> 1. Jewish-Christian relations in the modern era 2. The Holocaust 	Lois Olena, D.Min.
Oct 18	<ol style="list-style-type: none"> 1. Women in modern Christianity 2. Debate: Phoebe Palmer vs. John R. Rice <p><i>Pre-assigned reading:</i> M—206-301; P—119-120</p> <p>Focus paper: An evaluation of Malone's hope for the development of a feminist spirituality</p>	Barbara Cavaness, Ph.D.
Oct 20	<ol style="list-style-type: none"> 1. African indigenous prophets outside the mission churches 2. Protestant missions and the Ecumenical movement 	GBM
Nov 1	<ol style="list-style-type: none"> 1. Adolf von Harnack and Liberal theology 2. Karl Barth and Neo-Orthodoxy <p><i>Pre-assigned reading:</i> Go—(chaps.) 34-35; O—547-553, 577-589; P—156-164, 174-176</p>	JHR
Nov 3	<ol style="list-style-type: none"> 1. Debate: Hendrik Kraemer vs. Pearl Buck 2. Biblical interpretation in the 20th century <p><i>Pre-assigned reading:</i> B—376-588; P—169-174</p>	GBM JHR
Nov 8	<ol style="list-style-type: none"> 1. American Fundamentalism and Evangelicalism 2. Pentecostalism <p><i>Pre-assigned reading:</i> O—554-569, 590-596; P—165-167</p> <p>Focus paper: An evaluation of seventeenth-century scholasticism's influence on twentieth-century Fundamentalism in America</p>	JHR
Nov 10	<ol style="list-style-type: none"> 1. Vatican Council II and beyond 2. Paul VI, John Paul II, and Benedict XVI and their impacts <p><i>Pre-assigned reading:</i> O—596-599; P—176-181</p>	GBM
Nov 15	<ol style="list-style-type: none"> 1. Social Gospel movement in America 2. Liberation theologies <p><i>Pre-assigned reading:</i> Go—(chap.) 36; O—599-609; P—184-195, 200-203</p> <p>Focus paper: An evaluation of the common themes in liberation theology</p>	JHR DLR
Nov 17	<ol style="list-style-type: none"> 1. Islam in the modern world 2. Contd. <p><i>Pre-assigned reading:</i> J—(chaps.) 1-3; RC—107-146</p>	DLR

- Nov 22 1. Radical Islam and conflict in the Middle East DLR
 2. Challenge of Islam to Christianity
 Pre-assigned reading: J—(chap.) 4; O—149-216; RC—149-216
- Nov 29 1. Christianity shifts southward and eastward DLR
 2. Bible translations and indigenous (Non-Western mission) churches GBM
 Pre-assigned readings: J—(chaps.) 5-8; P—197-200
 Focus paper: An evaluation of Jenkins’s concept of the “Next Christendom”
- Dec 1 1. Crisis in modernity; rise of secularism JHR
 2. Post-modernity Earl Creps, Ph.D., D.Min.
 Pre-assigned reading: Gr—(chaps.) 1-4; Preface, 1-4; J—(chaps.) 9-10
- Dec 6 1. **Chapel: 10:30-11:45**
 2. Post-modernity (contd.) EC
 Pre-assigned reading: Gr—(chaps.) 5-7
 Focus paper: An evaluation of the post-modern rejection of Enlightenment themes
- Dec 8 1. Jesus still troubles the modern and post-modern person: GBM/JHR/DLR
 How the movie industry portrays him: *The Passion of the Christ*
 and *The Da Vinci Code*
 2. The ministries of Christian scholars and popular writers

RESOURCES

Suggested sources for primary and secondary materials can be found in the bibliographies of the required textbooks for the course.

Syllabus prepared by Gary B. McGee , James H. Railey, DeLonn L. Rance, June 30, 2006.

GENERAL GUIDELINES FOR WRITING BETTER PAPERS

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good 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 THE PROFESSORS EXPECT

1. Original analytical reflection
2. Integrity in writing
3. 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. A clear rationale for the grade should be provided through comments written on the paper.
3. 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. When I was in graduate school, a professor stated that he would count the number of mechanical problems and typos on a paper. If the number exceeded the number of pages, the grade would be reduced by one grade point. This represents a fair approach to grading. It has been my experience that 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 and brief 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 print. 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 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, minimize use of the first person plural ("we," "us," "our") and avoid entirely 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. ***Generally speaking, the frequent use of direct quotations and especially block quotations in any kind of paper may indicate that the writer has not adequately digested the material; long or frequent quotations then serve as "stuffers" in the text.***
 11. 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.
 12. 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.
 13. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
 14. Gender inclusive language should always be used except when referring to the members of the Trinity.