

Assemblies of God Theological Seminary
Springfield, Missouri
Spring 2006 Course Syllabus

Course Title: MCS 639 Stu: Israel and the Church
Professor: Raymond L. Gannon, Ph.D.
Dates and Times: Fridays 5:00-10:00 p.m.; Saturdays 9:00 a.m. to 6:30 p.m.
January 27-28, February 24-25, and March 17-18, 2006

COURSE DESCRIPTION:

This course deals with the history of the relationship between Israel and the Church from the first century until the modern era. Unhappy seasons in the relationship will be examined but the real contributions each religion has made to the other will also be recognized. Particular emphasis is given to the influential teachings impacting Israel and Church Relations over the centuries including that of Paul, Augustine, and Luther on the one hand, and Rabbinism, Talmud, and the philosophy of Jewish Peoplehood on the other.

COURSE OBJECTIVES:

1. To trace the historical relationship between Israel and the Church from the time of Jesus to the 21st Century.
2. To familiarize the student with the wide swings between compatibility and hostility in the historical relations between Israel and the Church;
3. To identify the particular historical, sociological, and theological factors impacting Israel-Church relations during over two millennia;
4. To expose the student to the hazards to the historical relationship resulting from occasional misinterpretation of Scripture and misconceived theology;
5. To enable the student to recognize the similarities and dissimilarities between Judaism and Christianity and to note how these have contributed to or detract from the development of peaceful relations in the West;
6. To challenge the student to discover ways and means of personally encouraging peaceful, constructive, spiritually beneficial, and God-pleasing relations between Jews and Christians in this generation.

COURSE OUTLINE:

SESSION ONE: FRIDAY, JANUARY 27:

EARLY CHURCH FOUNDATIONS: HEBRAIC ROOTS FROM JESUS TILL JUSTIN
The Jewish Antecedents of Christianity.
Spread of Christianity and the Messianic Jews
Paul's Struggle with Cultural Imperialism
Relations with Rome: Jewish and Christian

OBJECTIVES FOR SESSION ONE:

The assignments and classroom discussions of this unit will enable the student to:

1. Discuss the significant Jewish contributions to Christian identity to year AD 150.
2. Analyze how the Gospel was contextualized in Messianic Jewish and early Hellenic Christian environments.
3. Compare developments in Judaism and Christianity to 150 AD.
4. Identify issues from this period demonstrating relevance to contemporary Christianity.

SESSION TWO: SATURDAY, JANUARY 28:

HELLENIZATION OF CHRISTIANITY: SEVERANCE FROM HEBRAIC ROOTS; APOSTOLIC, GREEK AND LATIN FATHERS

Jewish and Christian Missionizing during the first four centuries.
 Classical Christian Justifications for Anti-Semitism
 The Development of “Replacement” Theology
 Augustine’s Israelology
 Jewish-Christian Attitudes and Relations During the “Dark Ages”

OBJECTIVES FOR SESSION TWO:

The assignments and classroom discussions of this unit will enable the student to:

1. Discuss critical missiological developments in Ante-Nicene Christianity and competition with Jewish missions.
2. Analyze how the Gospel was contextualized in Jewish and Hellenic environments.
3. Elaborate on the advance of Judaism and Christianity to 600 AD.
4. Expound issues and developments from this period having relevance to contemporary Israel-Church relations.

SESSION THREE: FRIDAY, FEBRUARY 24:

ROMAN AND ORTHODOX CHRISTIANITY AND ANTI-SEMITIC SENTIMENT

The Crusades and the Inquisition
 German Christian and Jewish relations during the Reformation Era; Luther and the Jews
 Christian attitudes in the face of Jewish resistance and false messiahs.

OBJECTIVES FOR SESSION THREE:

The assignments and classroom discussions of this unit will enable the student to:

1. Discuss key historical, theological, and sociological developments from the 11th to the 17th centuries impacting religious relations.
2. Elaborate on the religious tensions that developed between monotheistic religions from the Crusades and through the Reformation.
3. Analyze the issues from this period that have relevance to contemporary Christianity.

SESSION FOUR: SATURDAY, FEBRUARY 25:25:***PROTESTANT, PURITAN, AND EVANGELICAL RELATIONS WITH ISRAEL***

Jewish Experience during the Enlightenment and Emancipation
 The massive Jewish conversion to Christianity in 19th Century Europe
 The history of the rabbinic theological dismissal of Christianity
 The history of Jewish migration from Europe to North America from 1654 to the present and American Jewish-Christian relations

OBJECTIVES FOR SESSION FOUR:

The assignments and classroom discussions of this unit will enable the student to:

1. Discuss key historical and theological developments that impacted Israel-Church relations through the post-Reformation period to American Evangelicalism.
2. Analyze the Western impact of Christianity upon the Jewish People.
3. Expound upon American Jewish history and Israel's image in the American Church.
4. Interpret issues from this period having relevance to contemporary Christianity.

SESSION FIVE: FRIDAY, MARCH 17:17:***ISRAEL AND THE CHURCH IN MODERN SOCIETY***

The Jewish Reclamation of Jesus the Jew, Jewish perspectives on Paul, and the Comparison of Jesus and Paul in Jewish Scholarship
 Nation-States, the Rise of Zionism and Christian Zionism
 20th Century Struggles; Holocaust, Israel, and Christian Commitments to the Jewish People; Philo-Semitism in the twentieth century
 Contemporary efforts to discredit Messianic Jews and the Gospel
 Images of Messianic Jewish Faith in the Jewish and Christian worlds.

OBJECTIVES FOR SESSION FIVE:

The assignments and classroom discussions of this unit will enable the student to:

1. Discuss key historical and theological developments impacting religious relations from the 19th to the 21st centuries.
2. Analyze how Jewish attitudes were altered in light of nationalism, Christian Zionism, and the phenomenon of Philo-Semitism.
3. Consider Jewish reactions to Christian Jewish evangelism.
4. Interpret issues from the Modern period that have relevance to contemporary Christianity.

SESSION SIX: SATURDAY, MARCH 18:18:***CONTEMPORARY CHRISTIAN CHURCH RESPONSE TO THE JEWISH WORLD***

Vatican II and Related Church Councils
 Protestant Divestment Attempts
 The Grounds for Current Israel-Church Relations

ONE HUNDRED YEARS OF PENTECOSTALISM AND "ALL ISRAEL"

20th Century Zionism and national Israel in Pentecostal Ideology.
 The history of the more outstanding Pentecostal Jewish missionaries
 The Messianic Jewish congregational movement
 The Assemblies of God and the Salvation of "national Israel"

OBJECTIVES FOR SSESSION SSIX:

The assignments and classroom discussions of this unit will enable the student to:

1. Discuss key historical and theological developments in Catholic, Protestant, Evangelical and Pentecostal churches relative to Israel-Church Relations.
2. Analyze how the Gospel has been contextualized in Jewish Pentecostal environments.
3. Chart the ups-and-downs of Pentecostal sentiment toward the Zionist nationalist enterprise and commitments to Jewish missions.
4. Evaluate issues that have contemporary relevance to Israel-Church relations for the long-term.

REQUIRED TEXTS:

Ariel, Yaakov. *Evangelizing the Chosen People: Missions to the Jews in America, 1880-2000*. Chapel Hill, NC: University of North Carolina Press, 2000.
 Finto, Don. *Your People Shall Be My People*. Ventura, CA: Regal, 2001.
 Nicholls, William, *Christian Antisemitism: A History of Hate*. Northvale, NJ: Jason Aronson, 1995.

COURSE METHODOLOGY:

Lectures and Oral Presentations
 Class Discussion and Interaction
 Papers: Introspective and Reactionary
 Utilization of transparencies, charts, videos, etc.

COURSE REQUIREMENTS:

1. Regular attendance is course policy. Absences during any of the six block sessions can negatively impact one's course grade.
2. **Five page "reactions" to the three required texts.**
 Nicolls is due: January 27, 2006
 Ariel is due: February 24, 2006
 Finto is due: March 17, 2006

The reaction is a demonstration of your personal interaction with the author's writings. Neither a book report nor review, the reaction is to celebrate the author's valuable insights *and* protest notable blind spots. No footnoting, title page, etc., please. But do staple in the upper left corner at a 45 degree angle. *(Each Book Reaction is work 15% of your course grade)*

3. **Oral Presentation:** Each student is to select one contemporary Christian denomination and bring a ten-minute outlined oral report to class on that group's position on anti-Semitism, Zionism and the Jewish State, and Jewish missions. The report must show evidence of examination of examination of denominational periodicals, position papers and related reports to document the denomination's position. *(20% of course grade)*

4. Class participation is vital to course success. Each student will be expected to verbally contribute in each session. *(5% of course grade)*
5. The Final Examination will be a comprehensive question given the final class period. *(30% of course grade)*

GRADING PROCEDURE:

Three Book Reactions	45% (15% each)
Oral Presentation	20%
Final Exam	30%
Class Participation	5%