

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

HIS 642/THE 639 SPECIALIZED STUDIES: EVANGELICAL HEALING MOVEMENTS

Meets Thursdays, 10:30 a.m.-1:15 p.m.

Gary B. McGee
gmcgee@agts.edu
417-268-1077

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COURSE DESCRIPTION

An investigation into the rise of the evangelical healing movements in America in the nineteenth and twentieth centuries. Factors which contributed to their developments and key exponents will be studied. The theological literature, both advocating and condemning the theology of faith healing, will be analyzed.

OBJECTIVES

Upon completion of this course, the student should be able to:

1. Conduct research in primary and secondary sources on the subject matter.
2. Lead classroom discussions on aspects of the healing movements and the factors which have contributed to their widespread popularity.
3. Analyze the lives, theologies, ministries, and influence of selected exponents through oral presentations and written compositions.
4. Discuss the relevance of what they have learned for ministry in the local church.

TEXTBOOKS

Hardesty, Nancy A. *Faith Cure: Divine Healing in the Holiness and Pentecostal Movements*. Peabody, Mass.: Hendrickson Publishers, 2003.

Harrell, Jr., David Edwin. *All Things Are Possible: The Healing & Charismatic Revivals in Modern America*. Bloomington, Ind.: Indiana University, 1975.

Kydd, Ronald A. N. *Healing through the Centuries: Models for Understanding*. Peabody, Mass.: Hendrickson Publishers, 1998.

REQUIREMENTS

1. Completion of all assigned reading
2. Two presentations on assigned topics (more details will be given at class time)
3. Completion of two five-page papers related to the presentations (more details will be given at class time)
4. Class attendance according to Seminary policy.

GRADING PROCEDURE

1 st presentation	20%
1 st paper	20%
2 nd presentation	20%
2 nd paper	20%
Personal reading evaluation	20%

Grades are recorded and averaged on the basis of the following grade scale: A=12; A-=11; B+=10; B=9; B-=8; C+=7; C=6; C-=5; D+=4; D=3; D-=2; F=1.

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 AND READING SCHEDULE

Jan	8	Hardesty, Intro., Chaps. 1-2
	15	Hardesty, Chaps. 3-11
	22	Kydd, Intro., Chaps. 1-14, Conclusion
Feb	5	Presentations
	12	Presentations
	19	Presentations
Mar	5	Presentations
	12	Harrell, Chaps. 1-5
	19	Harrell, Chaps. 6-9
	26	Presentations
Apr	2	Presentations
	9	CHAPEL Presentations
	16	Presentations
	23	Reflection on relevance for local church ministry

BIBLIOGRAPHICAL RESOURCES

Consult bibliographies in the required textbooks

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 and an act of rudeness to other students, when computers are also used to surf the web, watch videos, play games, send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using word processors in the classroom.

Syllabus prepared by Gary B. McGee, November 1, 2008.

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 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, 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.