

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

HIS 528/PCS Pentecostal and Charismatic Movements (revised)

Annette Newberry, D.Min.

Fall 2010

COURSE SYLLABUS

COURSE DESCRIPTION

An examination of the origins and development of the Pentecostal and charismatic movements in the 20th Century: formative influences, cultural and social factors, key personalities, centers of revival, theological issues, spirituality, and impact on modern Christianity.

COURSE OBJECTIVES

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

1. Trace the development of the Pentecostal/Charismatic movements from its biblical origins to the present day—analyzing the contributions of key personalities and the impact of major events on that development.
2. Identify the social, culture and theological issues influencing the movement.
3. Analyze early Pentecostal missions strategy—assessing the effect of early eschatological expectations on that strategy and comparing/contrasting it with present day methods and strategy.
4. Analyze the nature of contemporary Pentecostalism, its diversity and essential unity.
5. Assess the impact that Pentecostalism has made on Christianity.
6. Demonstrate skill in analyzing and evaluating primary source materials and relevant secondary sources to trace theological and historical development.
7. Synthesize and integrate insights gained from this learning experience in his or her life and ministry.

TEXTBOOKS

Alexander, Estrela. *The Women of Azusa Street*. Cleveland: The Pilgrim Press, 2005.

Bartleman, Frank. *Azusa Street: The Roots of Modern-day Pentecost*. South Plainfield: Bridge Publishing, Inc., 1980.

Goss, Ethel E. *The Winds of God: The story of the early Pentecostal movement (1901-1914) in the life of Howard A. Goss*. Rev. ed. Hazelwood, Mo.: Word Aflame Press, 1977.

Synan, Vinson. *The Century of the Holy Spirit: 100 Years of Pentecostal and Charismatic Renewal*. Nashville: Thomas Nelson Publishers, 2001.

Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge: Harvard University Press, 2001.

METHODOLOGY

The teaching/learning process will include lectures, PowerPoint presentations, class discussions and interaction, student presentations, small groups, media presentations, reading and writing activities, and guest speakers.

COURSE REQUIREMENTS

1. **Attendance.** Regular punctual attendance and participation in classroom activities are required. Absences must not exceed the number permitted in the seminary catalog if credit is to be given for the course. More than two absences will affect the final grade.
2. **Textbooks.** Careful and thoughtful reading of the required textbooks and assigned readings is necessary in order to participate in class/small group discussions and prepare for examinations.
3. **Assignments:** The following assignments are to be completed for this course:
 - A. **Textbook Comparison:** A three-to-five page comparison of two textbooks: *Azusa Street: The Roots of Modern-day Pentecost* by Bartleman and *The Women of Azusa Street* by Alexander.
 - B. **Early Pentecostal Periodical:** A one-page summary of reading from “The Apostolic Faith” (Azusa Street Papers) to be assigned during the first class session.
 - C. **Pentecostal Profile:** A two-to-three page profile of early Pentecostals and their characteristics from the books: *Heaven Below* by Grant Wacker and *Winds of God: The story of the early Pentecostal movement (1901-1914) in the life of Howard A. Goss* by Ethel Goss.
 - D. **Quizzes and Exam:** Four quizzes and one final exam will be given over the reading from *The Century of the Holy Spirit: 100 Years of Pentecostal and Charismatic Renewal* by Vinson Synan.
 1. **Quiz #1: (Synan--chps 1-6)**
 2. **Quiz #2: (Synan – Chapter 13 only)**
 3. **Quiz #3: (Synan – chps 7, 8, 9)**
 4. **Quiz #4: (Synan – chps 10, 11, 12)**
 5. **Final Exam: (Synan – chps 14, 15)**
 - E. **Glossary of Terms:** From their readings, students will compile a glossary of terms and phrases which pertain to Pentecostalism, Pentecostal theology, and Pentecostal history. While the number of entries will vary with students and their readings, the minimum should be no less than 25 entries with the meanings.
 - F. **Research Paper or Creative Project:** A research paper or creative project written from mainly primary source materials on a subject related to Pentecostal and Charismatic history. This project may be in the form of a debate, group presentation [e.g., panel], a re-creation of an event, a series of teaching notes with PowerPoint presentation, an interview, a video presentation or other approved

projects. Suggested subjects and details of this project will be discussed during the first class session

All written materials presented to the instructor should be double-spaced, using 12-point Times New Roman font with one-inch margins and left margin justification **only**. Each paper should contain the following information in a header, or in the case of longer projects and papers, a formal cover sheet containing the following information. The same information must be included for any assignments presentation electronically.

1. Name of student
 2. Name and number of the course
 3. Title of the paper
 4. Student's box number at AGTS
 5. Date
4. **Flower Pentecostal Heritage Center:** To facilitate doing research with primary source materials, each student should sign up as a member of the Flower Pentecostal Heritage Center before the first day of class (online at www.ifphc.org).
5. **Spiritual Formation.** Spiritual Formation is an integral part of your seminary experience. Each class will begin with a short devotional and prayer time. This class will also have the opportunity to attend the **AGTS Community Chapel on _____**.

COURSE OUTLINE AND ASSIGNMENTS:

To be added later.

GRADING PROCEDURE

Quizzes	30%
Textbook Comparisons and papers	30%
Research Project	40%

All papers and creative projects will be evaluated in the following manner according to the correct use of research methods, the relevancy of the sources, clear and logical presentation, and originality of the work.

1. 20% for general presentation (Correct Turabian formatting; grammar, spelling, etc.)
2. 10% for the thesis statement and introduction
3. 10% for quality of reason
4. 50% of content (use of primary sources, originality, etc)
5. 10% for conclusion

AGTS Grading Scale:

Publishable	=	A+
100% - 94%	=	A
93% - 90%	=	A-
89% - 87%	=	B+
86% - 84%	=	B
83% - 80%	=	B-
79% - 77%	=	C+
76% - 74%	=	C
73% - 70%	=	D+
69% - 67%	=	D
66% - 64%	=	D-

CAUTIONS:

1. Late work is subject to penalty.
2. A grade of incomplete will be given only in the event of extreme circumstances.
3. Students are requested to refrain from computer games, email or unassigned internet activities during class sessions.

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*

BIBLIOGRAPHY:

The Azusa Street Papers. Foley, Ala.: Harvest Publications, 1997. (Includes a reprint of the issues of the Los Angeles *Apostolic Faith*, 1906–1908.)

Burgess, Stanley M., Ed. *New International Dictionary of Pentecostal and Charismatic Movements*. Grand Rapids: Zondervan Publishing House, 2002.

De Leon, Victor. *The Silent Pentecostals: A Biographical History of the Pentecostal Movement Among Hispanics in the Twentieth Century*. Taylors, S.C.: Faith Printing Co., 1979.

Dempster, Murray W., Byron D. Klaus, Douglas Petersen, eds. *Called & Empowered: Global Mission in Pentecostal Perspective*. Peabody, Mass.: Hendrickson Publishers, 1991.

Donaldson, Hal, and Joel Kilpatrick. "Inside the Los Angeles Dream Center." *Pentecostal Evangel* (28 November 1999): 8–11.

Du Plessis, David J. *The Spirit Bade Me Go*. Rev. ed. Plainfield, N.J.: Logos International, 1970.

Goff, James R. *Fields White Unto Harvest*. Fayetteville, University of Arkansas Press, 1988.

Goff, Jr., James R., and Grant Wacker, Eds. *Portraits of a Generation: Early Pentecostal Leaders*. Fayetteville: University of Arkansas Press, 2002.

Gonzalez, Nino. *Manteniendo Pentecostés Pentecostal: Hacia un Avivamiento Permanente*. Miami: Editorial Vida, 1998.

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

Hoover, Willis Collins. *History of the Pentecostal Revival in Chile*. Translated by Mario G. Hoover. Lakeland, Fla.: By the translator, 2000.

Jacobsen, Douglas. "Knowing the Doctrines of Pentecostals: The Scholastic Theology of the Assemblies of God, 1930–55." In *Pentecostal Currents in American Protestantism*, edited by Edith L. Blumhofer, et al., 90–107. Urbana: University of Illinois Press, 1999.

Nienkirchen, Charles W. *A. B. Simpson and the Pentecostal Movement*. Peabody, Mass.: Hendrickson, 1992.

Warner, Wayne E. *The Woman Evangelist: The Life and Times of Charismatic Evangelist Maria B. Woodworth-Etter*. Metuchen: Scarecrow Press, 1986.

SPECIFIC DATA:

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