Course Syllabus

FALL 2017
INTRODUCTION TO PENTECOSTALISM
PENT 0501

SEP. 15, SEP. 29, OCT. 13, NOV. 3, NOV. 24
5 FRIDAYS, 9:00 AM – 4:00 PM

INSTRUCTOR: DR. VAN JOHNSON
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Adjunct NT, Tyndale Seminary
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Available for appointments before and after class; please email to arrange a meeting

To access your course material, please go to http://classes.tyndale.ca. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see http://www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

The course attempts to analyze the nature and the impact of the Pentecostal/Charismatic movement of the twentieth century. The lectures, while including a section on the Pentecostal Assemblies of Canada (Canada’s largest Pentecostal denomination), examine the global impact of this worldwide movement. The movement is traced as to its scope and variety in both Pentecostal and neo-Pentecostal circles and analyzed in terms of the factors related to its widespread acceptance.

Due to widespread misunderstanding of the nature of Pentecostalism, a premium is placed on understanding Pentecostalism well enough to explain it clearly to others. The course is
designed to engage the learner in a process that fosters openness to the work of the Spirit in the Pentecostal movement. That is, by reflecting on Pentecostalism and its emphasis on encountering God through the presence of the Spirit the student’s perception of and participation in God’s work in the world will be enhanced.

For the Pentecostal student, this course invites renewal through considering the roots of the tradition and reconsidering what the tradition says about life and ministry in the Spirit. For the non-Pentecostal, it invites confronting a distinct protestant expression of spirituality toward a greater appreciation of the Spirit’s work in the Kingdom of God.

Lectures will be given in the mornings and late afternoons, with class discussions of the readings after lunch.

II. LEARNING OUTCOMES

At the end of the course, students should be able to:

1. Identify in discussions and written work the central figures and catalytic events involved in the emergence and spread of the Pentecostal movement.

2. Characterize the Pentecostal movement as a cluster of beliefs and practices, with an eschatological core and a missional praxis, by summarizing some early Pentecostal newsletters.

3. Demonstrate knowledge of the nature of Pentecostalism and its impact on the global church by preparing a set of Sunday school teaching notes.

4. Assess the strengths and weaknesses of Pentecostalism by evaluating an outsider’s view of Pentecostalism.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS


2. One of the following books on Pentecostal denominational history:

   *For Pentecostal students:*
   The student should select the book that coincides with the student’s denominational background (see sample list below). If the student has done a course in Pentecostalism that required reading a denominational history, please read:

*For non-Pentecostal students:* Please read


PAOC:

PAONL:

COG/Cleveland:

COGIC:


**B. REQUIRED ARTICLES / CHAPTERS**


   Chapters 1 (Origins), 4-8 (regional histories), 12 (Spirituality), 15 (Mission)

Chapter 2 (Charismatic Renewal)

C. SUPPLEMENTARY / RECOMMENDED READING


D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the

**Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at [http://tyndale.ca/registrar/calendar](http://tyndale.ca/registrar/calendar).

**E. ASSIGNMENTS AND GRADING**

**SUBMISSION OF ASSIGNMENTS**

Written assignments to be submitted electronically to my Assistant, Samantha Jagan, sjagan@mpseminary.com

Only exception: please submit a paper copy for Assignment C.2: early Pentecostal journal analysis.

**1. Book Reviews**

**Required Texts #1 & #2 require a 4-5 page book report (double-spaced) for each of them.**

Book Report 1: denominational history (due Oct 28, Saturday before midnight)
Book Report 2: Catch the Fire (due Nov 2, Thursday before midnight)

To demonstrate you have read thoughtfully, write a report in two parts. In part 1, summarize the content in 1.5-2 pages (including a short biography of the author). Include what the author has attempted to do and how he/she went about it. The description should be written with someone unfamiliar with the book in mind. In part 2 (2-3 pages), describe some aspects of the work you find particularly engaging, and whether you find the arguments and evidence convincing, and/or how the reading is applicable to your present/future ministry.

Each reading report is worth 10 marks, but only out of 6 if the reading report is late. The reports are to be emailed before 9 am on the due dates listed on the Course Schedule. (2 x 10 = 20%)
### Book Review Evaluation Rubric

<table>
<thead>
<tr>
<th>Areas of Evaluation/ Demonstrated Level</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading Comprehension</td>
<td>Writing shows little to no understanding of the main purpose and ideas of the text.</td>
<td>Writing shows vague understanding of the main purpose and ideas of the text.</td>
<td>Writing shows some understanding of the main purpose and ideas of the text.</td>
<td>Writing shows very strong understanding of the main purpose and ideas of the text.</td>
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<tr>
<td>2. Critical Analysis</td>
<td>Writing demonstrates little to no knowledge and application of critical reading strategies: fails to analyze the methodology/content/applicability of the text and to use textual examples to illustrate analysis.</td>
<td>Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/applicability of the text is vague and there is little to no textual example to illustrate analysis.</td>
<td>Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/applicability of the text but too few textual examples to illustrate analysis.</td>
<td>Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/applicability of the text and using textual examples to illustrate analysis.</td>
</tr>
<tr>
<td>3. Unity &amp; Organization</td>
<td>Writing is not unified through organized sentences &amp; focus on the goal of this assignment (critical analysis of the methodology/content/applicability) is missing.</td>
<td>Writing shows little unity and organization; sentences are disconnected &amp; overall focus on the goal of this assignment (critical analysis of the methodology/content/applicability of the text) is weak.</td>
<td>Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: critical analysis of the methodology/content/applicability of the text.</td>
<td>Writing is well unified through organized sentences &amp; keeps strongly focused on the goal of this assignment: critical analysis of the methodology/content/applicability of the text.</td>
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<tr>
<td>4. Grammar and Style</td>
<td>Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.</td>
<td>Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.</td>
<td>Writing style is somewhat clear though there are reoccurring technical/grammatical issues that impede clarity.</td>
<td>Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.</td>
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### 2. Analysis and Discussion of articles (20%)

Five articles will be assigned to complement the lecture material. The assignment involves short written responses to the readings (100 – 200 words), based on questions that will be given on the first day of class. Grades will also be awarded for the discussion of these articles.
in class. See the course schedule for the due dates.
Each of the four is out of 5 points. These assignments must be submitted on time, or else the grade is zero.

3. Newsletter Reports: Analysis and Presentation (15%)
Read and write a summary of 2 early Pentecostal newsletters (to be distributed on the first day of class).

First: The Apostolic Faith (Sep 1906) – all students will read this newsletter--
To get a head start on this, the first edition of The Apostolic Faith (the periodical of the Azusa Street Mission) is available online: type “Azusa Street Papers” or go to:

Second: students will be assigned one other early newsletter, and then produce a 3 page written response, in point form:
   Page 1: summary of content and layout of The Apostolic Faith, Vol. 1 (Sep 1906);
   Page 2: summary of content and layout of a second newsletter;
   Page 3: comparison of the two newsletters.

Analyze the newsletters by categorizing their content. The 3 primary categories are: 1) News, 2) Testimony, and 3) Teaching. Other categories may be used. How much space is given to each category, and what are the topics in each category? What appears on the masthead, in other words, what does the top section of the newsletter tell you about how the editors understood their movement? Are certain Scriptural texts given prominence, both in the masthead and in the rest of the newsletter?
Other observations about the newsletters are encouraged.

On Sep 29, each student will give a brief description of the newsletter chosen by the student on the first day of class (Sep 15) and draw comparisons between it and The Apostolic Faith (i.e., summarize pages 2 and 3 of your report).

Evaluation based on clarity of presentation, amount of detail given, and the perceptivity of the comparison on page 3.
Please hand this assignment (hard copy) to the instructor on Sep 29, or if off-site, email by Sep 28, before midnight (15% = 10% written work, 5% for the oral component)

4. Analysis of Fire From Heaven (15%)
With the perspective that you have gained from readings and lectures, evaluate Cox’s appraisal of the nature of Pentecostalism: 8 pages, double spaced, no other resources needed other than what the student has already read and studied during the course. This assignment is to be read after all the other readings have been completed; it will be discussed in class on Nov 24. E-mail assignment before midnight, Nov 23.
Please note from the rubric below that your work is being evaluated on identifying Cox’s main ideas about Pentecostalism, and then evaluating their merit. Give credit to what he sees clearly, and critique what you see as the weaknesses in his analysis. Where you see a weakness, describe how you see Pentecostalism. This will test your understanding of the historical and theological aspects of Pentecostalism.

**Book analysis rubric**

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<thead>
<tr>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td><strong>Analysis of Document</strong></td>
<td>Offers in-depth analysis and interpretation of the document; correctly identifies author’s key theological positions and overall perspective.</td>
<td>Offers accurate analysis of the document, identifies author’s key theological positions and overall perspective.</td>
<td>Demonstrates only a minimal understanding of the document, identifies one of the author’s theological positions and seems largely unaware of the overall perspective of the writer.</td>
<td>Reiterates one or two facts from the document but does not demonstrate an understanding of the author’s theological position.</td>
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<tr>
<td><strong>Knowledge of Historical/Theological Context</strong></td>
<td>Shows evidence of understanding the context the author refers to.</td>
<td>Shows some evidence of contextual understanding.</td>
<td>Limited use of previous historical knowledge.</td>
<td>Little indication of historical understanding.</td>
</tr>
<tr>
<td><strong>Assessment of strengths and weaknesses of author’s argument</strong></td>
<td>Demonstrates an ability to evaluate the strengths and weaknesses (truth and errors) of the author’s arguments based on the material reviewed in the course. Makes appropriate, insightful and powerful connections between author’s arguments and the concepts learnt.</td>
<td>Evaluates strengths and weaknesses of author’s arguments. Appropriately links assessment to course material.</td>
<td>Inaccurate or incomplete evaluation of strengths and weaknesses of author’s arguments. Attempts at relating analysis to course material is weak and incomplete.</td>
<td>Provides some evaluation of strengths and weaknesses of author’s arguments but links between analysis and course material inaccurate and/or inappropriate.</td>
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5. **Teaching Notes (30%)**
The assignment is to prepare a lecture that would be given in an adult Sunday school class. Lecture notes may be given in point form, but with full footnotes and bibliography (average length is 7-10 pages of notes, double-spaced). Research in primary and secondary sources will be expected, and use of sources should be documented in Turabian style.
For primary sources, the student is encouraged to do some work in the archives of the Pentecostal Assemblies of Canada (Mississauga). The lecture form of the final product will encourage the use of this material in teaching. Contact the archives: ph. 905-542-7400, ext. 5282; Jim Craig, jamescraig@sympatico.ca.

If you want some feedback on your work before your final submission, then email a first draft by Nov 3. This will give you an opportunity to incorporate suggestions before submission of the paper. The final draft is due on Dec 8 before midnight. Paper should be saved as a pdf file to insure it arrives in the shape you intended.

Topics should be chosen in consultation with the instructor: suggested topics include:

For archival research (suggested by Jim Craig, PAOC archivist):
1. The attitude of Canadian Pentecostals towards war, 1910-1950.
3. Early Pentecostal attitudes towards organization and why they changed.
5. Changing attitudes towards social concerns/ministry among Canadian Pentecostals 1920 to the present.
6. The evolution of how overseas missions has been understood and articulated in the PAOC.
7. The work of Pentecostals in the Canadian North.
8. Ralph Cecil Horner and the Holiness Movement Church as a tributary of the PAOC.

Other subjects:
10. The spirituality of the early Pentecostals.
11. The role of women in the early Pentecostal movement.
12. The life and ministry of a Pentecostal/charismatic pioneer.
13. The formation of the PAOC statement of faith.
14. The battle over Pentecostal distinctives.
15. Roots of Pentecostalism: catholic, reformed, holiness.
16. The Pentecostal movement (survey).
17. The Charismatic movement / Third Wave (survey).

Teaching Outline Rubric

<table>
<thead>
<tr>
<th>Content/Structure</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td></td>
<td>Teaching outline demonstrates an excellent grasp of the subject and presents material effectively in</td>
<td>Teaching outline demonstrates a good grasp of subject matter and presents material in a</td>
<td>Teaching outline demonstrates a fair grasp of subject matter and presents material in a</td>
<td>Teaching outline shows little comprehension of subject and presents material in a</td>
</tr>
</tbody>
</table>

Date of revision: June 2, 2017
SUMMARY OF ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Two 5-page reading reports (2x10%)</td>
<td>20%</td>
</tr>
<tr>
<td>Analysis and discussion of articles (4x5%)</td>
<td>20%</td>
</tr>
<tr>
<td>Analysis and oral report on early Pentecostal journal</td>
<td>15%</td>
</tr>
<tr>
<td>Analysis of Fire From Heaven</td>
<td>15%</td>
</tr>
<tr>
<td>Preparation of lecture notes</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total Grade</strong></td>
<td><strong>100%</strong></td>
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F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online
course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE: CONTENT AND READING SCHEDULE

Week 1 (Sep 15)
Lecture
Prologue
I. Matrix of C20th Pentecostal Movement
   A. Beyond the Upper Room - The Charismata Through the Centuries
   B. Great Awakening
   C. C19th Holiness Movement
   D. Black spirituality
   E. Irvingites: Pentecost in the 1830’s – Dress Rehearsal

Week 2 (Sep 29)
A. Assignments
   1. Articles/Chapters: #1-2
   2. Newsletter Reports

B. Lecture
II. Tale of 4 Cities: Beginnings of Pentecostalism in North America
   1. LA, Azusa Street Mission
      ▪ Life & Ministry of Charles Parham
      ▪ William Seymour and Azusa
   2. Toronto
   3. Chicago
   4. Winnipeg
III. Defining Characteristics of the Early Pentecostal Movement
   A. Apocalyptic Eschatology
   B. Spirit Baptism
   C. Restoration of the Gifts of the Spirit
   D. Revival/Missionary Movement
   E. Value-oriented Social Movement
   F. Inclusive

Week 3 (Oct 13)
A. Assignments
1. Articles/Chapters: #4

[Book Report 1: Denominational History or McGee, Initial Evidence (Oct 26)]

B. Lecture

IV Spread of the Pentecostal Flame
   A. United States
   B. Canada
   C. Europe
   D. Other areas--Overview

V Transition From Revival Movement to Denomination
   A. Impetuses toward Organization
   B. Birth of Denominations in North America
      1. Assemblies of God
      2. Pentecostal Assemblies of Canada
      3. Pentecostal Assemblies of Newfoundland
      4. Church of God (Cleveland, TN)
      5. Church of God in Christ
      6. United Pentecostal Church (Oneness Pentecostalism)
   C. Maturation of a Pentecostal Denomination: PAOC

Week 4 (Nov 3)
A. Assignments
1. Articles/Chapters: #5
2. Book Report 2

B. Lecture

VI Aspects of Pentecostalism
   A. Epistemology
   B. Ecclesiology
   C. Spirituality

Week 5 (Nov 24)
A. Course Evaluation

B. Assignments
Analysis of Fire From Heaven

Teaching notes: Dec 8

C. Lecture
VII The Charismatic Renewal & Third Wave
   A. Pentecostal Influences Leading to Charismatic Renewal
   B. Charismatic Renewal-- “The Second Wave”
      1. Jesus People Movement & Its Impact
      2. Anglican Church
      3. Roman Catholic Church
      4. Other Denominations
      5. Independent Charismatic Groups
   C. “The Third Wave”-- Vineyard Movement

VIII An Assessment of the Impact of C20th Pentecostal Movement
   A. Pentecostalizing of the Church
   B. Evangelicalizing of the Pentecostals
   C. Sociological Impact of Pentecostalism
   D. Influence of Culture on Classical Pentecostalism
   E. Impact of Charismatic Renewal on Classical Pentecostalism

V. SELECTED BIBLIOGRAPHY
   To be supplied on the first day of class