



TYNDALE
• SEMINARY •



Course Syllabus

**SPRING/SUMMER 2019
PENTECOSTAL SPIRITUALITY
PENT 0504 / SPIR 0504**

**JULY 8 – 11, 2019
MONDAY – THURSDAY, 9:00 AM – 4:00 PM
PLUS 2 EVENING SERVICES AT BRAESIDE CAMP**

CLASS LOCATION:

Cedarview Evangelistic Centre,
20 CedarStreet, RR 3, Paris ON N3L 3E3

CAMP LOCATION:

Braeside Pentecostal Camp,
110 E River Rd, Paris ON N3L 3E1

INSTRUCTOR: DR. VAN JOHNSON

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Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
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The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

This course offers a fresh, constructive and perhaps even controversial interpretation and re-envisioning of the Pentecostal tradition. A study is made of the early years of the Pentecostal movement and the influence of Wesleyan, Holiness and its revivalist-restorationist roots in an attempt to interpret the heart of the movement, as well as the way Pentecostal spirituality has developed over the decades that followed. An attempt is made to be both analytical and descriptive, historical and creative, theoretical and practical.

The mornings will be given to lecture and discussion of lecture material. The afternoons will be reserved for discussion of the Land textbook, Pentecostal Spirituality, and work in small groups. We will also attend two services at Braeside Camp: Monday and Wednesday nights at 7pm.

II. LEARNING OUTCOMES

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

1. Demonstrate conversance with the primary aspects of Pentecostal spirituality by the completion of short answer questions.
2. Examine the biblical and theological roots of Pentecostal spirituality through writing book reports.
3. Apply concepts of Pentecostal spirituality into ministry contexts by writing a term paper.
4. Discuss and formulate ideas towards developing a learning community by participation in small group and classroom discussions.

III. COURSE REQUIREMENTS

A. REQUIRED READING

1. Land, Steven. *Pentecostal Spirituality. A Passion for the Kingdom*. Journal of Pentecostal Theology Supplement Series, 1. Edited by J.C. Thomas, R.D. Moore, S.J. Land. Sheffield: Sheffield Academic Press, 1993.
2. Robeck, Cecil. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville: Thomas Nelson, 2006.
OR
Thomas, J.C. *Toward a Pentecostal Ecclesiology. The Church and the Fivefold Gospel*. Cleveland, TN: CPT Press, 2010.
3. Gee, Donald. *Concerning Spiritual Gifts*, rev. ed. Springfield, MO: Gospel Publishing House, 1972. (only available as a e-book, no longer in print)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Blumhofer, Edith. *Pentecost in My Soul. Explorations in the Meaning of Pentecostal Experience in the Early Assemblies of God.* Springfield, MO: Gospel Publishing House, 1989.

Horner, R.C. *From the Altar to the Upper Room.* Toronto, 1891. In “*The Higher Christian Life.*” *Sources for the Study of the Holiness, Pentecostal, and Keswick Movements.* Edited by D. Dayton. Vol. 22. New York and London: Garland Publishing, Inc., 1985.

Macchia, Frank. *Baptized in the Spirit: A Global Pentecostal Theology.* Grand Rapids, MI: Zondervan, 2006.

Neumann, P. *Pentecostal Experience. An Ecumenical Encounter.* Eugene, OR: Wipf and Stock, 2012.

Price, Charles. *The Story of My Life.* Pasadena: 1935.

Wigglesworth, Smith. *The Anointing of this Spirit.* Edited by Wayne Warner. Ann Arbor, MI: Servant Publications, 1994.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Before class week

1.1 Write about your impressions of Pentecostal spirituality

In three paragraphs, describe your impression of three aspects of Pentecostal spirituality (5%). There is no research required for this; your responses represent your impressions before the course begins.

At the top of the page, please provide two pieces of information:

On the first line, put your name. On the second line, describe in a phrase your previous contacts with Pentecostalism (e.g. #1 grew up in Pentecostal church; or #2 pastoring Pentecostal church; or #3 only know about Pentecostals through friends or spouse’s experience; or #4 was not raised in a Pentecostal church, but have attended one; or #5 involved in a charismatic church; or #6 do not know much about Pentecostals but I am wanting to learn).

Paragraph 1: general impressions of Pentecostal spirituality (What do Pentecostals consider spiritual activity? Who do Pentecostals consider to be spiritual people? And, if you have attended Pentecostal worship services, how do Pentecostal services reflect these perceptions of spiritual activity and spiritual people?)

Paragraph 2: general impressions of the role and value of tongues for Pentecostals (What role does tongues play in their spiritual lives? How much value is attached to speaking in tongues? How do Pentecostal services reflect these ideas?)

Paragraph 3: general impressions of Pentecostal view of the gifts of the Spirit (Which ones are important to them? How are they practiced in their worship services?)
To be discussed Monday afternoon; **Due: 1 pm on July 8.**

This is a pass/fail assignment: 5 points for completing this on time; 0 points if not done on time. Length: 2 pages double-spaced. Please email to the instructor.

2. During class week

“The” textbook on Pentecostal spirituality is the one written by Land. To familiarize you with the terminology and concepts of Pentecostal spirituality in some detail, I have asked you to work through the book by answering a series of questions.

2.1 Discuss Pentecostal Spirituality

Starting on Tuesday, we will discuss Land’s book in the afternoons.

Tues: ch. 1 | Wed: ch. 2 | Thurs: ch. 3 and 4

The discussions will revolve around the questions that are assigned for each chapter. You will find the list of questions at the end of this syllabus. Appendix A.

2.2 Attend 2 evening services at Braeside Camp.

This is a pass/fail assignment: 5 points for attending 2 evening services. We will discuss the meetings in terms of their spiritual emphases and practices during classroom sessions.

3. After the week in class

3.1 Write short responses (paragraph length) to the assigned questions on Pentecostal Spirituality. Each question may be answered in a short paragraph. In other words, this is a straightforward assignment that tests your comprehension, rather than one that asks for analysis. **Due July 27, before midnight. Please email to sjagan@mpseminary.com (20%)**

3.2 Read 2 books and write 2 reports. Please email to sjagan@mpseminary.com

For each reading, write a 4-5 page (double-spaced) response paper. The response paper should summarize (1-1.5 pages) and analyze (2-3 pages). For the summary, describe what the author has attempted to do and how he/she went about it. The description should be written so that someone unfamiliar with the book would understand what it discusses. For the analysis, 1) describe some aspects of the work that you find particularly engaging, and 2) whether you find the arguments and evidence convincing, and 3) how the material applies to you and your ministry.

3.2.1 Read either *The Azusa Street Mission* or *Toward a Pentecostal Ecclesiology* (15%). See the descriptions above to make your choice. **Reading report due: August 10, before midnight.**

Robeck’s work in *The Azusa Street Mission* is the definitive treatment of what occurred in the most celebrated place in early Pentecostal history. He will flesh out the Azusa story by focusing on Seymour’s leadership style and the missional focus of the congregation. If you are interested in history, and early models of Pentecostal leadership, read this one.

Thomas’ edited volume, *Toward a Pentecostal Ecclesiology*, explores how the early Pentecostal emphases--salvation, sanctification, healing, Spirit baptism and the return of Jesus (in other words, the central ideas of Pentecostal spirituality)--provide the blueprint for Pentecostal congregations, i.e., how Pentecostals should do church.

3.2.2 Read Concerning Spiritual Gifts: Donald Gee (15%)

Reading report due: August 17, before midnight.

This an early Pentecostal classic. While not directly addressing Pentecostal spirituality, you can gauge where the emphases of a practical Pentecostal spirituality lay from reading the work of one of the first Pentecostal theologians, Donald Gee.

Book Review Evaluation Rubric

Areas of Evaluation/ Demonstrated Level	D	C	B	A
1. Reading Comprehension	Writing shows little to no understanding of the main purpose and ideas of the text.	Writing shows vague understanding of the main purpose and ideas of the text.	Writing shows some understanding of the main purpose and ideas of the text.	Writing shows very strong understanding of the main purpose and ideas of the text.
2. Critical Analysis	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.	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.	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.	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.
3. Unity & Organization	Writing is not unified through organized sentences & focus on the goal of this assignment (critical analysis of the methodology/content/ applicability) is missing.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment (critical analysis of the methodology/content/ applicability of the text) is weak.	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.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.
4. Grammar and Style	Content rendered unclear and often incomprehensible because of numerous	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede	Writing style is somewhat clear though there are reoccurring	Style is clear, fluid and quite clear of technical/grammatical issues that would

	and reoccurring technical/grammatical issues.	clarity.	technical/grammatical issues that impede clarity.	impede clarity.
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3.3 Write a paper, approximately 12-15 pages, on one aspect of Pentecostal spirituality.

This final assignment provides the opportunity to look at one aspect of Pentecostal spirituality in some detail. The benefit to you will increase greatly if the topic chosen relates to some area of ministry interest. Please 1) write clearly about your topic, expressing yourself with the appropriate terminology and within the conceptual frameworks of the Pentecostal tradition, and 2) consider the practical viability of what you discuss for ministry/life in the local church.

The paper should combine historical awareness of Pentecostal traditions with a re-envisioning of Pentecostal spirituality for today’s church. Primary and secondary sources are to be consulted. Discussion of topic with the instructor is encouraged **(40%).Due: September 7th before midnight.**

Final Paper Evaluation Rubric

Areas of Evaluation/ Demonstrated Level	50-59%	60-69%	70-79%	80-100%
1. Biblical / Theological Reflection	Writing shows little biblical/theological reflection (references to appropriate biblical texts and theological positions). Few relevant sources used.	Writing shows some biblical/theological reflection (awareness of appropriate biblical texts and theological positions). Some relevant sources used.	Writing shows solid biblical/theological reflection (awareness of appropriate biblical texts and theological positions). Good number of varied and relevant sources used.	Writing shows outstanding biblical/theological reflection (awareness of appropriate biblical texts and theological positions). Excellent range and number of sources used.
2. Practical Application	Writing shows little ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows some ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows superior ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).

3. Integration	Writing demonstrates little to no ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates some ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates skillful ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates outstanding ability to integrate biblical/theological reflection with the practices of local church ministry.
4. Unity & Organization	Writing is not unified through organized sentences & focus on the goal of this assignment: an integration of biblical/theological thought and local church application.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment: an integration of biblical/theological thought and local church application.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: an integration of biblical/theological thought and local church application.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: an integration of biblical/theological thought and local church application.
5. Grammar and Style	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear though there are reoccurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Pre-course assignment	5 %
Attend 2 camp services	5 %
Answers to Land questions	20 %
Book reports (2x15%)	30 %

Major Paper	40 %
Total Grade	100C%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. 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 link can also be found in the left column on the course page. 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 REQUIRED READINGS

Monday July 8

Introduction to the course;

1. Introduction to Pentecostal spirituality:

Roots of Pentecostal spirituality and its Christological focus;

2. Eschatology and Pentecostal spirituality; formative role of eschatology; delay of the parousia/return of Christ

Discussion: Pentecostal experiences

7 pm: Evening service at Braeside Camp

Tuesday July 9

3. Experience and Pentecostal spirituality:

Orality; crisis experience; revival as proto-type; corporate gathering as the locus of Pentecostal spirituality

Discussion: Land, Ch1

Wednesday July 10

4. Baptism of the Spirit and Pentecostal spirituality: Evangelism and mission

5. Sanctification and Pentecostal spirituality: Aspects; currency, viability

Discussion: Land, Ch2

7 pm: Evening service at Braeside Camp

Thursday July 11

6. The Practice of Pentecostal Spirituality:

Facing the Challenges: charismatic spirituality, materialism, evangelicalizing of Pentecostals, changing nature of Pentecostal worship

Discussion: Land, Ch3 & 4

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Allen, C.L. *Pentecostal Preaching is Different*. The L.I.F.E. Bible College Alumni Association Lectureship on Preaching for 1961. Los Angeles: The L.I.F.E. Bible College Alumni Association, 1961.

Althouse, P. "The Influence of Dr. J.E. Purdie's Reformed Anglican Theology." *Pneuma* 19 (1997), 3-28.

Anderson, R. *Vision of the Disinherited. The Making of American Pentecostalism*. New York, Oxford: Oxford University Press, 1979.

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Bennett, D. *Nine O'clock in the Morning*. Plainfield, NJ: Logos, 1970.

Blumhofer, E. "The Christian Catholic Apostolic Church and the Apostolic Faith: A Study in the 1906 Pentecostal Revival." In *Charismatic Experience in History*. Cecil Robeck, ed. Peabody, MA: Hendrickson, 1986, pp. 126-146.

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Brumback, C. "What Meaneth This?" *A Pentecostal Answer to a Pentecostal Question*. Springfield, MO: Gospel Publishing House, 1947. (CPS)

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Cerillo, Augustus. "Interpretive Approaches to the History of American Pentecostal Origins," *Pneuma* 19 (Spr 97), 29-52.

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Appendix A

Pentecostal Spirituality, Steven Land Study questions

Each question to be answered in one paragraph (except for question #14). The answers are to be descriptive rather than analytic. In other words, represent the view of the author for each question; paraphrase into your own words, use quotes sparingly. Analysis of the topics raised by these questions will be handled in class discussion.

Chapter 1:

- 1. Regarding life and service in the church, Paul's order of the trinity God is Spirit, Lord, and God. Discuss the significance of this order in the light of the unique understanding of "worship" in Pentecostal spirituality (pp. 32-34).*
- 2. Discuss the significance of "prayer" in Pentecostal spirituality (pp. 35-38).*
- 3. Discuss the significance of integrating orthodoxy, orthopathy and orthopraxis in Pentecostal spirituality (pp. 41-46).*
- 4. Elaborate on "the tension of the already but not yet consummated kingdom" and its significance in Pentecostal spirituality (pp. 53-56).*

Chapter 2:

- 5. Discuss "good" and "bad" apocalypics (pp. 69-71).*
- 6. Explain the aspect of "biblical drama" in Pentecostal spirituality (pp. 74-77).*
- 7. Describe the Pentecostal understanding of "Spirit Baptism" (pp. 91-93).*
- 8. Discuss the significance of "tongues" in the oral-narrative formation of Pentecostal spirituality (pp. 110-113).*

Chapter 3:

- 9. Discuss the three characteristics of Pentecostal affections (pp. 134-136).*
- 10. Discuss the role of discernment in the Pentecostal community (pp. 161-164).*
- 11. How does the testimony prepare the believer for evangelism [i.e., what is missionary community?] (p. 165)?*
- 12. How do Pentecostals understand praying in the Spirit? Discuss the rationale of the three ways (pp. 168-170).*

Chapter 4:

- 13. How does the apocalyptic expectation qualify and intensify the affections (pp. 182-184)?*
- 14. Dr. Land offers a revision of five doctrinal areas. Offer a paragraph summary of each [i.e., what is meant by Pentecostal spirituality as Trinitarian transformation?] (pp. 197-208).*