



TYNDALE
• SEMINARY •

Course Syllabus

WINTER 2019

PENTECOSTAL ISSUES: AN ESCHATOLOGY TO LIVE AND PREACH

PENT 0701

(Livestream Section L1 Available)

5 FRIDAYS, 9:00 AM - 4:00 PM

JAN 18, FEB 1, FEB 15, MAR 8, APR 5

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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

An intensive examination through discussion, research and writing of one current theological issue within Pentecostalism. Topics vary according to the interests of the instructor and the students.

For Winter 2019, the topic is “Eschatology.” The centrality of an eschatological expectation of the imminent return of Christ for early pentecostalism is well known, but not the larger eschatological system of which it is a part. This course will look at eschatology from a broad biblical perspective: OT and NT, as well as the development of Apocalyptic Eschatology in Second Temple Judaism. The influence of various modern forms of apocalyptic eschatology on the Pentecostal tradition will be examined: Dispensationalism, Former/Latter Rain and Promise theology. Finally, the historic and current function of eschatology within Pentecostalism will be discussed, and the viability of a post-apocalyptic Pentecostalism. Format: A combination of lecture material and class participation, that is, it is expected that each student will participate in the discussion of the readings and present short reports based on the student’s research.

Prerequisites:

Introduction to Pentecostalism; or, one other PENT course; or, permission of the instructor.

II. LEARNING OUTCOMES

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

1. Differentiate various eschatological systems and their functions through written analyses of required readings.
2. Demonstrate through participation in discussion the ability to think constructively about a Pentecostal future with a non-traditional view of eschatology.
3. Distinguish how essential an apocalyptic eschatology was to early Christianity and early Pentecostalism through biblical book and early newsletter analyses.
4. Contribute to the wider dialogue among Pentecostals about the significance of Pentecostal eschatology for the future of the movement by preparing a teaching outline.

III. COURSE REQUIREMENTS

A. REQUIRED READING AND TOOLS

N.B.: Only 1 book need be purchased: *The Meaning of the Millennium*. Other readings are E-books or the article/chapter to be read is on the class page. Chapters to be read for each book are listed under IV. B. 'Reading and Assignment Schedule.'

Braaten, Carl E, and Robert W. Jenson. *The Last Things: Biblical and Theological Perspectives on Eschatology*. Grand Rapids: Eerdmans, 2002. [required article on class page]

Clouse, Robert G, George E. Ladd, Herman A. Hoyt, Loraine Boettner, and Anthony A. Hoekema. *The Meaning of the Millennium: Four Views*. Downers Grove, IL: InterVarsity Press, 1977.

Collins, John J. *The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature*. Third ed. Grand Rapids: Eerdmans, 2016. **E-book**

Constantineanu, Corneliu, ed. *Pentecostals in the 21st Century: Identity, Beliefs, Praxis*. Eugene, OR: Cascade Books, 2018. **E-book**.

Dayton, Donald. *Theological Roots of Pentecostalism*. Grand Rapids: Baker, 1991. [**required chapter on class page**]

Dempster, Murray W, Byron D. Klaus, and Douglas Petersen. *The Globalization of Pentecostalism: A Religion Made to Travel*. Oxford, UK: Regnum Books International, 1999. [**article on class page**]

Ladd, George E. *The Blessed Hope*. Grand Rapids: Eerdmans, 1956. **E-book**

Sheppard, Gerald. "Pentecostals and the Hermeneutics of Dispensationalism: The Anatomy of an Uneasy Relationship." *Pneuma* 6 (1984): 5-33. **E-article**

Warrington, Keith. *Pentecostal Theology: A Theology of Encounter*. London: T&T Clark, 2008. [**required chapter on class page**]

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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](#).

Jacobsen, D. *Thinking in the Spirit: Theologies of the Early Pentecostal Movement*. Bloomington and Indianapolis, IN: Indiana University Press, 2003. **E-book**

McQueen, Larry R. *Toward a Pentecostal Eschatology: Discerning the Way Forward*. Journal of Pentecostal Theology. Supplement Series, 39. Blandford Forum, Dorset, UK: Deo Pub, 2012.

Murphy, Frederick J. *Apocalypticism in the Bible and Its World: A Comprehensive Introduction*. Grand Rapids: Baker Academic, 2012.

Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge, MA: Harvard University Press, 2003. **E-book**

C. ASSIGNMENTS AND GRADING

1. Discussion Participation (20%)

Students will demonstrate a perceptive reading of the assigned articles by participation in the discussions of the articles. Articles and due dates are listed in section IV. **Course Schedule, B. Reading and Assignment Schedule.**

2. Reading Reports 10% each (20%)

- a. Read Four Views on the Millennium, Clouse et al. / **Due Feb 22**
Summarize the four views in one page each, then argue for one of them as the view to be preferred. 5 pages.
- b. Read The Blessed Hope, G.E. Ladd / **Due Mar 22**
Summarize main ideas, including the idea of the blessed hope itself. 5 pages.

(See Appendix 1: "Book Review Evaluation Rubric")

3. Biblical Book Analysis / Due Feb 1 (before class) (10% written; 5% oral)

The student will be assigned a biblical book to analyze how eschatological references to the 'already' and the 'not yet' functioned within it. Texts will be assigned on the first day of the course. Eschatological references include: the cross, resurrection, ascension, coming of the Holy Spirit, return of Jesus, the judgment, afterlife in heaven and hell.

- a. Written Component: What function do the elements serve in the book? That is: 1. encouragement [maintain patterns of belief and behaviour]; or 2. exhortation [change patterns of belief and behaviour], or 3. evangelism [witness/ missions]? And what particular behaviours are encouraged or exhorted (praxis)?
Five pages, double-spaced, with conclusion.
- b. Oral Component: Each student will give a brief synopsis of his/her research on a biblical book **in class on Feb 1.**

4. Newsletter Analysis: Eschatology and Wheel Elements / Due Mar 8 (before class) (10% written, 5% oral)

In the assigned newsletter, look for explicit connections between eschatology and two of the following: Spirit Baptism, Sanctification, Mission (evangelism, home and abroad), Otherworldliness (values, affections), Inclusivity, and/or healing.

- a. Written Component: Analyze one early Pentecostal newsletter: What function do the elements serve in the documents: 1. encouragement [maintain patterns of belief and behaviour]; 2. exhortation [change patterns of belief and behaviour], and 3. evangelism [personal witness/missions]? And what particular behaviours are encouraged or exhorted (praxis)?
5-7 pages, double-spaced. **Due Mar 8 (before class)**

Evaluation of written work will be based on the following categories:

- i. Clarity (grammar, organization);
- ii. Comprehensiveness (all categories covered, with sufficient detail);
- iii. Comprehension (understanding, analytical ability).

- b. Oral Component: Each student will give a brief synopsis of his/her research **in class on Mar 8.**

5. Preaching / Teaching Eschatology / Due Apr 5(before class) (25% written; 5% oral);

Each student is to prepare a teaching or preaching outline for an area of eschatology. For those doing a preaching outline, please choose a biblical text as a starting point. For those doing a teaching outline, please choose a topic as a starting point. In both cases, the outline should be in point form, with all significant terminology defined. The best outlines will include historical material.

Oral component, the highlights of your outline: ~15 minutes (dependent on class size)
In class Apr 5.

(See Appendix 2: "Teaching Notes Evaluation Rubric")

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:

1. Discussion Participation	20%
2. Reading Reports	20%
3. Biblical book analysis	15%
4. Newsletter analysis	15%
5. Presentation notes	30%
Total	100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

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

A.CONTENT: LECTURE OUTLINE

Jan 18 *Module 1: Introduction to Eschatological Systems*

1. Eschatology as Fulfillment of God's Promises
2. OT Prophetic Eschatology
3. Second Temple Judaism and Jewish Apocalyptic Literature
4. NT Apocalyptic: Jesus, Paul, John
5. Syllabus Review: Course overview and assignments

Feb 1 *Module 2: Modern Adaptations of Biblical Eschatologies* Holiness Adaptations:

1. Dispensationalism
2. Former / Latter Rain
3. Promise Theology
4. Millennialism: pre-, post-, and a-millennial

Feb 15 *Module 3: Eschatology in Early Pentecostalism*

1. Adoption of Apocalyptic Eschatology
2. Adaption of Apocalyptic Eschatology
3. Apocalypse as a means of knowing
4. Apocalypse as a means of living

Mar 8 *Module 4: Eschatology and Aspects of Pentecostalism* Eschatology and ...

1. Sanctification
2. Mission
3. Other-worldliness
4. This-worldliness

Apr 5 *Module 5: The Future of Pentecostal Eschatology*

1. Eschatology and Mission
2. The Future of Pentecostal Eschatology; A post-apocalyptic Pentecostalism?

B. READING AND ASSIGNMENT SCHEDULE

(Please ensure all required reading and assignments are completed prior to 9am day of class)

Jan 18. Module 1 Introduction to Eschatological Systems

Reading: J. Collins, "The Apocalyptic Genre," chapter 1 in *Apocalyptic Imagination*. E-book

Feb 1. Module 2 Modern Adaptations of Biblical Eschatologies

Class Presentation: Biblical books and their eschatology

Reading & Discussion: G. Sheppard: "Pentecostals and the Hermeneutics of Dispensationalism" E-article

D. Dayton: "The Rise of Premillennialism," In *Theological Roots of Pentecostalism* [chapter on class page]

Feb 15. Module 3 Eschatology in early Pentecostalism

Reading & Discussion: V. Johnson, "Fulfillment of God's Promise in the Soon-to-Return King," chapter 11 in *Pentecostals in the 21st Century*. E-book

G. McClung, "Try to Get People Saved," In The Globalization of Pentecostalism [chapter on class page]

Mar 8. Module 4 Eschatology and Aspects of Pentecostalism

Class Presentation: Early Pentecostal Newsletters

Reading & Discussion: W. Ma, "The Theological Motivations for Pentecostal Mission," chapter 13 in Pentecostals in the 21st Century. E-book

K. Warrington, "Eschatology," In Pentecostal Theology. [chapter on class page]

Apr 5 Module 5: The Future of Pentecostal Eschatology

Class Presentation: Preaching / Teaching Eschatology

Reading & Discussion: C. Braaten, "The Recovery of Apocalyptic Imagination," in The Last Things. [article on class page]

V. SELECTED BIBLIOGRAPHY

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

Some of the following entries are available for viewing online from the WorldCat site in the Tyndale library system. For example, search for E.P. Sanders et al, *Redefining First Century Jewish and Christian Identities*.

A. PENTECOSTAL JOURNALS

1. Print form

Asian Journal of Pentecostal Studies (1998-).

Journal of the European Pentecostal Theological Association (1982-).

Journal of Pentecostal Theology (1992-)

Paraclete: A Journal Concerning the Work of the Holy Spirit (1967-95)

Pneuma: The Journal of the Society for Pentecostal Studies (1979-)

Spirit, A Journal of Issues Incident to Black Pentecostalism. (1997-)

2. Online

Australasian Pentecostal Studies @ www.aps.webjournals.org (1998-)

Canadian Journal of Pentecostal-Charismatic Christianity @ <https://journal.twu.ca/index.php/CJPC/index>

Cyberjournal for Pentecostal-Charismatic Research @ www.pctii.org/cyber (1997-)

PentecoStudies: The Online Journal for the European Research Network on Global Pentecostalism @ www.glopent.net/pentecostudies (2002-)

Encounter: Journal for Pentecostal Ministry @ www.agts.edu/encounter/about.html (2004-)

B. MONOGRAPHS

Anderson, A. *An Introduction to Pentecostalism*. Cambridge, U.K.: Cambridge University Press, 2004.

Blumhofer, E. *Pentecost in My Soul. Explorations in the Meaning of Pentecostal Experience in the Early Assemblies of God*. Springfield, MO: Gospel Publishing House, c1989.

Dayton, D. *Theological Roots of Pentecostalism*. Grand Rapids, MI: Zondervan, 1987.

Dieter, M.E. *Five Views on Sanctification*. Grand Rapids: Zondervan, 1987.

Faupel, D. *This Gospel of the Kingdom: The Significance of Eschatology in the Development of Pentecostal Thought*. Sheffield: Sheffield Academic Press, 1996.

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.

Jacobsen, D. *Thinking in the Spirit: Theologies of the Early Pentecostal Movement*. Bloomington and Indianapolis, IN: Indiana University Press, 2003.

Land, Steven. *Pentecostal Spirituality: A Passion for the Kingdom*. Sheffield, U.K.: Sheffield Academic Press, 1994.

McGee, G., ed. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Peabody, MA: Hendrickson, 1991.

Mittelstadt, M. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010.

Myland, D. Wesley. *The Latter Rain Covenant and Pentecostal Power*. Chicago: Evangel, 1910. Reprinted in *Three Early Pentecostal Tracts*, ed. D. Dayton. New York and London: Garland, 1985.

Nienkirchen, C.W. *A.B. Simpson and the Pentecostal Movement: A Study in Continuity, Crisis, and Change*. Peabody, MA: Hendrickson, 1992.

Rawlyk, George A. *Aspects of the Canadian Evangelical Experience*. Montreal: McGill-Queen's University Press, 1997.

Robeck, C. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville: Thomas Nelson, 2006

_____, and Amos Yong. *The Cambridge Companion to Pentecostalism*. New York: Cambridge University Press, 2014.

Strachan, G. *The Pentecostal Theology of Edward Irving*. Peabody, MA: Hendrickson, 1988.

Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge, MA: Harvard University Press, 2003. **E-book.**

Warrington, Keith. *Pentecostal Theology: A Theology of Encounter*. London: T&T Clark, 2008.

Wilkinson, M., ed. *Canadian Pentecostalism. Transition and Transformation*. Montreal & Kingston: McGill-Queen's University Press, 2009.

Wilkinson, M. and P. Althouse, eds. *Winds from the North: Canadian Contributions to the Pentecostal Movement*. Leiden and Boston: Brill Academic Publishers, 2010.

Appendix 1: “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 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.

Appendix 2: “Teaching Outline Preparation Rubric”

	A	B	C	D
Content/Structure	Teaching outline demonstrates an excellent grasp of the subject and presents material effectively in a reasonable order.	Teaching outline demonstrates a good grasp of subject matter and presents material in a reasonable order.	Teaching outline demonstrates a fair grasp of subject matter and presents material in a somewhat reasonable order.	Teaching outline shows little comprehension of subject and presents material in a haphazard fashion.
Clarity	All primary terms are defined clearly; statements are well crafted; and there is a minimum of spelling and grammatical issues.	Most primary terms are defined; statements are clear; there are some spelling and grammatical issues.	Some primary terms are defined; statements sometimes lack clarity; spelling and grammatical issues somewhat affect clarity.	Terms undefined; many statements are unclear; and spelling and grammatical issues make meaning unclear.
Resources	Demonstrates superior choice and use of resources necessary to create a quality teaching outline (mix of dictionary articles and monographs, 10-15 sources used and cited).	Demonstrates good choice and use of resources to create a quality teaching outline (mix of dictionary articles and monographs, 7-10 sources used and cited).	Demonstrates limited selection of sources and ineffective use of some of them (4-6 sources used and cited).	Demonstrates little research and ineffective use of sources.
Context	Insightful presentation of the larger context of the subject material so that comprehension of the lecture is enhanced.	Good presentation of the larger context of the subject material so that comprehension of the lecture is enhanced.	Little presentation of the larger context of the subject material.	No presentation of the larger context of the subject material.