"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."

Course	**PENTECOSTAL THEOLOGY** PENT 0505 1B
Date, Time, and Delivery Format	JANUARY 20, FEBRUARY 10, FEBRUARY 24, MARCH 9, and MARCH 23 5 SATURDAYS, FROM 9:00 AM – 12:30 PM BLENDED
Instructor	**ALLISON MACGREGOR, PhD** Email: AMacGregor@tyndale.ca
Class Information	The classes will be livestreamed on five Saturdays from 9:00am – 12:30pm, which will include lectures, small groups, and class participation. Other short lectures will be uploaded to the course homepage to be watched in advance of each Saturday session. Students are required to engage the recorded lectures and assigned readings and be prepared to discuss the content in the live classes. Attendance is mandatory. Office Hours: By appointment only
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

An examination of classical Pentecostal theology with references to the early evangelical influences that contributed to its formation. Attention is given to the manner in which various Pentecostal emphases have been appropriated and developed within different charismatic settings.

This course will explore theology within the Pentecostal tradition in both its earliest forms and

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more recent innovative constructions. It will investigate the ways in which Pentecostal experience of the Holy Spirit has led to a re-imagining and re-visioning of various aspects of Christian theology, bringing fresh perspectives and fruitful ways of engaging with biblical and contemporary issues. Students will investigate the ways in which early Pentecostals wrestled to articulate their experience in meaningful theological frameworks, including how they dealt with disagreements and controversies. Special attention will be given to theological interpretations of Spirit baptism and glossolalia (speaking in other tongues), since these issues are hallmarks of classical Pentecostalism. Finally, current constructive proposals emerging from pneumatologically-conscious Pentecostal theologians will be explored, highlighting implications for such issues as hermeneutics, ecclesiology, the Spirit's work in creation and culture (including world religions and the sciences), and philosophy.

II. LEARNING OUTCOMES

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

- Analyze key theological ideas found within early and contemporary Pentecostalism through readings and other course materials.
- Compare, contrast, and analyze the theological interpretations of the classical Pentecostal view of Spirit baptism and several non-Pentecostal perspectives by writing a comparative analysis paper on Spirit Baptism.
- Describe and discuss ways in which Pentecostalism has and/or is currently contributing to Christian theology through developing an extended paper on a particular aspect of Pentecostal theology.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Books

Brand, Chad Owen, ed. *Perspectives on Spirit Baptism: Five Views*. Nashville, TN: Broadman & Holman Publishers, 2004.

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

Menzies, William W., and Robert P. Menzies. *Spirit and Power: Foundations of Pentecostal Experience: A Call to Evangelical Dialogue*. Grand Rapids, MI: Zondervan, 2011.

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

Articles, Chapters, and Media
Required readings and/or media aside from the course texts are listed here and will be made available to students by the instructor.

Chan, Simon K. H. "Mother Church: Toward a Pentecostal Ecclesiology." *Pneuma* 22, no. 2 (Fall 2000): 177-208.

Lewis, Paul W. "Reflections of a Hundred Years of Pentecostal Theology." *Cyberjournal for Pentecostal-Charismatic Research* 12. (2003).

Macchia, Frank D. "Assessing the Prosperity Gospel." *The Seedbed Blog* (video blog), April 02, 2014. Accessed October 09, 2014.

Macchia, Frank D. "Groans Too Deep for Words: Towards a Theology of Tongues as Initial Evidence." *Asian Journal of Pentecostal Studies* 1, no. 2 (1998).

Neumann, Peter D., and David A. Reed. "Oneness Pentecostalism - Interview with Dr. David Reed, Part 1." *iTunes Podcasts* (audio blog), March 15, 2014.

Neumann, Peter D., and David A. Reed. "Oneness Pentecostalism - Interview with Dr. David Reed, Part 2." *iTunes Podcasts* (audio blog), March 28, 2014.

Vondey, Wolfgang. "Ch. 5: Social Engagement and Triumphalism." In *Pentecostalism: A Guide for the Perplexed*, 89-110. London and New York: Bloomsbury T&T Clark, 2013.

Yong, Amos. "Ch.2, A Pneumatological Theology of Religions: Thesis and Overview." In *Beyond the Impasse: Toward a Pneumatological Theology of Religions*, 35-56. Grand Rapids, MI: Baker Academic, 2003.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Bowler, Kate. *Blessed: A History of the American Prosperity Gospel*. New York: Oxford University Press, 2013.

Chan, Simon K. H. *Liturgical Theology: The Church as Worshiping Community*. Downers Grove, IL: IVP Academic, 2006.

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

Zondervan, 2009.

Palma, Anthony D. *The Holy Spirit: A Pentecostal Perspective*. Springfield, MO: Logion Press, 2001.

Vondey, Wolfgang. *Pentecostalism: A Guide for the Perplexed*. London and New York: Bloomsbury T&T Clark, 2013.

Yong, Amos. *The Spirit Poured out on All Flesh: Pentecostalism and the Possibility of Global Theology*. Grand Rapids, MI: Baker Academic, 2005.

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. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*
*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

General Expectations
Each week of classes, students should come to class prepared by having read (or listened to) the assigned material in order to participate more fully in class discussions and/or activities. There are also several written assignments that will be completed outside of class time.

Students should do their best to keep up with the readings and assignments, and anticipate spending about nine to ten hours on course work each week (and more time when larger assignments are coming due).

1. **Participation: 10 % of final grade**

Interaction with course material through dialogue with other students and the instructor is important toward the learning process. Therefore, this course will value an interactive classroom experience. Students are expected to regularly participate in class discussions and activities in a meaningful way. Participation assumes that students will have carefully read the weekly assigned readings <u>before</u> coming to class, which will not only benefit their own learning, but will enable them to contribute to the learning experiences of others.

Best Practices:
- Be informed and reflective. Make sure that you have completed the readings so that you can contribute to the discussions and activities thoughtfully.
- Be respectful and honest. Interacting with others in a way that respects the opinions shared (even if you don't agree with them). At the same time, discussions provide an opportunity to help us learn to think better, and sometimes our ideas need to be challenged. So, don't be afraid to say that you disagree with another person, but do so in an informed way, with a view to helping the learning process.
- Be as clear as possible. You may have a profound thought, but if no one else can understand your point, it won't be very helpful. Try your best to make it easy for others to understand you.
- Be focused and creative. Good participation does not always mean talking a lot (whether with the whole class or in groups). So, try to allow everyone time to share their thoughts. Try also to keep conversations on topic, and not too far from the subject being discussed. At the same time, if you think something outside the assigned material might enrich discussion, please share it.

Participation Rubric				
Demonstrated Level	**D**	**C**	**B**	**A**
	Present; not disruptive; inadequate preparation responds when called upon but does not offer much; infrequent involvement	Adequate preparation but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon	Good preparation; offers interpretation and analysis; contributes well to discussion in ongoing fashion	Excellent preparation; offers analysis, synthesis, and evaluation of material; contributes significantly to ongoing discussion

2. Blog Responses to Readings (4 x 5% = 20%)
Due at the beginning of class on each of the dates listed below

In order to better engage with the course readings and media, students are required to submit four blog-style responses based on selections from the course readings. Blogs should be approximately 350 words in length, and the content should be a combination of brief summary of and personal response/reaction to the particular reading (the latter receiving the most attention).

Blogs are due on the dates listed below by the beginning of class. A choice of readings is also listed for each blog.

- **Blog #1 (Due 2nd class; Sat., Feb. 10)**
  Respond to <u>one</u> of the following:
    o Jacobsen ch. 3 (section on Wm Durham only)
    o Jacobsen ch. 4 (section on Haywood only)
    o Neumann interview with David Reed (both parts)

- **Blog #2 (Due 3rd class; Sat., Feb. 24)**
  Respond to <u>one</u> of the following:
    o Jacobsen ch. 5 (Racism and Pentecostalism)
    o Macchia, "Groans too Deep for Words"
    o Menzies and Menzies chs. 2-4

- **Blog #3 (Due 4th class; Sat., Mar. 9)**
  Respond to <u>one</u> of the following:
    o Jacobsen ch. 6 (pp. 286-290, 313-352 only)
    o Vondey, "Ch. 5: Social Engagement and Triumphalism"
    o Chan, "Mother Church"

- **Blog #4 (Due 5th class; Sat., Mar. 23)**
  Respond to <u>one</u> of the following:
    o Amos Yong, "Ch.2, A Pneumatological Theology of Religions"
    o Paul Lewis, "Reflections of a Hundred Years"

Blog responses should generally focus on what idea/concept the student believes was particularly important from the readings, and how this idea/concept has impacted the student's own thinking. For example, a blog may indicate that a particular theological concept was enlightening, or perhaps confusing (or disturbing!). While students are not required to post their blogs online, blogs should be written in a way that would try to

engage (hypothetical) online readers. As a means to engage readers, it is often helpful for blogs to conclude with a thoughtful question intended to generate dialogue. Students are welcome to include images within the blog if these would enhance presentation and reader engagement.

Blogs are to be submitted in MS Word document format (.doc or .docx) on the class page on Moodle. Blogs not submitted at the assigned due date and time will not be accepted.

Blog Rubric				
Areas of Evaluation/ Demonstrated Level	**D**	**C**	**B**	**A**
1. Reading Comprehension	Blog shows inadequate understanding of the main point(s) of the reading and supporting arguments.	Writing shows adequate understanding of the main point(s) of the reading and supporting arguments.	Writing shows good understanding of the main point(s) of the reading and supporting arguments.	Writing shows very strong understanding of the main point(s) of the reading and supporting arguments.
2. Response to blog	Unclear as to how the response is related to the reading, or why these issues merit and/or critique. Writing unlikely to encourage further dialogue on the topic.	Somewhat identifies one or two issues for response loosely related to or emerging from the reading. Adequately demonstrates why these issues merit further comment and/or critique. Writing unlikely to encourage further dialogue on the topic.	Identifies one or two issues for response mostly emerging from the reading. Demonstrates clearly why these issues merit further comment and/or critique. Some creativity evident. Writing may raise further dialogue on the topic.	Insightfully identifies and explains one or two issues for response directly emerging from the reading. Creatively and persuasively demonstrates why these are significant and deserving further comment and/or critique. Writing encourages further dialogue on the topic by raising questions and/or new ideas.
3. Coherence, Grammar and Style	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical and/ or grammatical issues.	Writing is fairly intelligible, but reoccurring technical and/or grammatical issues greatly impede clarity.	Writing style is generally good, with few technical and/or grammatical issues that impede clarity.	Style is clear, fluid and quite free of technical and/or grammatical issues that would impede clarity.

3. Perspectives on Spirit Baptism – Comparative Analysis Paper (30%)
   Due: Saturday, February 17, 11:59 pm

Students are required to read all of _Perspectives on Spirit Baptism: Five Views_, and the

following chapters of *Spirit and Power*: chs. 1-4, 14-15 (chs. 5-6 recommended but not required), and then write a paper of approximately 2000 words comparing and contrasting the classical Pentecostal view of Spirit baptism (represented by Stanley Horton, and William and Robert Menzies) with <u>two other</u> viewpoints found in *Perspectives on Spirit Baptism*. One of the alternative views <u>must be</u> the Reformed view (Walter Kaiser). The second alternative view may be chosen by the student from the three other viewpoints offered. The paper should include the following elements:

- <u>Summary of three views</u>: A summary of the Pentecostal view (Horton and the Menzies), the Reformed view (Walter Kaiser), and <u>any one</u> of the other three views. The summary should highlight the thesis and/or main supporting points of the position, how this view is similar to or different from the others being discussed, as well as any significant weaknesses of the given position (critiques of positions offered in the *Perspectives* book may be used here as deemed appropriate). This section should be approximately 1500 words.
- <u>Personal view</u>: After summarizing the positions, the student should indicate which position they find most convincing and provide sufficient reasons as to why. In this section other resources other than the assigned readings may be used to supplement the student's viewpoint. This section should be approximately 500 words.

Chicago style must be used throughout the paper. Papers are to be submitted in MS Word document format (.doc or .docx) on the class page on Moodle. Papers not submitted at the assigned due date and time will be deducted 5% per day, up to seven days, after which the paper will no longer be accepted.

Alternative Comparative Assignment: Developments in Spirit Baptism Theology
For those who have read *Perspectives on Spirit Baptism: Five Views* in another seminary course, please follow the instructions below.

As an alternative, in order to interact with new developments in Pentecostal theology on Spirit baptism, students are required to read *Perspectives on Spirit Baptism: Five Views*, and chapters 1-3 of Frank D. Macchia, *Baptized in the Spirit: A Global Pentecostal Theology Spirit and Power,* and then write a paper of approximately 2000 words comparing and contrasting Macchia's view with that of Stanley Horton, and either Walter Kaiser or Ralph Del Colle. The paper is intended to focus on interaction with Macchia's perspective and should follow the following elements:

- <u>Summary of three views</u>: A summary of the views of Macchia, Horton, and Kaiser or Del Colle. The summary should highlight the thesis and/or main supporting points of the position, and briefly how this view is similar to or different from the others being discussed, as well as any significant weaknesses of the given position (critiques of positions offered in the *Perspectives* book may be used here as deemed appropriate). This section should be approximately 1500 words.

- <u>Evaluation of Macchia's Contribution</u>: After summarizing the positions, the student should move to a more in-depth analysis and evaluation of Macchia's expanded view of Spirit baptism in view of the other two positions being examined. Specifically: How is Macchia's view supportive of and/or challenging to the classical Pentecostal view? What areas of continuity/discontinuity do you observe between Macchia's view and that of Kaiser or Del Colle? In what ways might Macchia's view help ecumenically (i.e., help overcome church division over Spirit baptism theology)? This section should be approximately 500 words.

Comparative Analysis Paper Rubric				
Areas of Evaluation/ Demonstrated Level	D	C	B	A
1. Reading Comprehension	Writing shows less-than-adequate understanding of the main theses and supporting arguments of viewpoints.	Writing shows basic understanding of the main theses and supporting arguments of viewpoints.	Writing shows good understanding of the main theses and supporting arguments of viewpoints.	Writing shows very strong understanding of the main theses and supporting arguments of viewpoints.
2. Comparative Analysis	Makes many errors in identifying major similarities and differences. Does not get far beyond noting similarities and differences.	Makes some errors in identifying major similarities and differences. Isn't clear about the significance of the comparison.	Selects similarities and differences for each viewpoint. Draws some thoughtful conclusions from the comparison.	Accurately selects all major similarities and differences for each viewpoint. Draws insightful and thoughtful conclusions from the similarities and differences, usually highlighting either one or the other.
3. Support of Chosen Position	Identification with a particular position is unclear. Rationale and support for choosing this position is unclear. No reflection on possible areas of divergence from position (i.e., minor areas of disagreement).	Identifies with a particular position, but rationale and support for choosing this position is less than clear. Little to no reflection of possible areas of divergence from position (i.e., minor areas of disagreement).	Identifies with a particular position, providing adequate support. Possibly indicates areas of divergence from position (i.e., minor areas of disagreement).	Clearly identifies with a particular position, providing well-reasoned support, as well as indicating possible areas of divergence from position (i.e., minor areas of disagreement).

4. Unity & Organization (Coherence)	Writing is not unified through organized thought and sentences, and focus on the goal of this assignment (critical comparative analysis) is mostly missing.	Writing shows some unity and organization; but thoughts and sentences are often disconnected, and overall focus on the goal of this assignment (critical comparative analysis) is weak.	Writing is adequately unified, although thoughts and sentences could be better organized, and/or focused around the goal of this assignment (critical comparative analysis).	Writing is well unified through organized thoughts and sentences, and keeps strongly focused on the goal of this assignment (critical comparative analysis).
5. Grammar and Style	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical and/or grammatical issues.	Writing is fairly intelligible, but reoccurring technical and/or grammatical issues greatly impede clarity.	Writing style is generally good, with few technical and/or grammatical issues that impede clarity.	Style is clear, fluid and quite free of technical and/or grammatical issues that would impede clarity.

4. Essay on Pentecostal Theology (40%), Due Saturday, April 6, 11:59 pm

In order to explore more deeply a particular aspect of Pentecostal theology, students are to prepare a 3000-word essay on a topic of their choice related to the material and issues explored in this course. A list of possible broad topic areas is provided below, however, students may choose to write on an area not listed in consultation with the course instructor. It is advisable that students consult with the instructor when narrowing down their chosen topic of interest.

Suggested topic areas:
- An in-depth study of one of the early or contemporary Pentecostal theologians being studied, focusing on a particular aspect of their theology
- An analysis of the prosperity gospel theology
- Pentecostal theology and world religions
- Pentecostal theology and spiritual formation
- Pentecostal theology and worship
- Pentecostal theology and experience of the Spirit
- Pentecostal theology and the doctrine of tongues as initial evidence
- Pentecostal theology and the role of tradition and/or ecumenism (relationship to other church traditions)

- Pentecostal theology and the sciences
- Pentecostal theology and higher education
- Pentecostal theology and music and/or art
- Implications of Pentecostal theology for the doctrine of God (or other area of theology, e.g., eschatology, soteriology, ecclesiology, anthropology, etc.)
- A Pentecostal evaluation of Word-Faith theology

Chicago style must be used throughout the paper. Papers are to be prepared in MS Word document format (.doc or .docx) on the class page on Moodle. Papers not submitted at the assigned due date and time will be deducted 5% per day, up to seven days, after which the paper will no longer be accepted.

Essay Rubric				
Areas of Evaluation/ Demonstrated Level	**D**	**C**	**B**	**A**
1. Research & Use of Sources	Selection and use of sources includes several not relevant to topic and/or not of sufficient academic quality. Little to no variety of perspectives consulted. Little to no evidence of using sources to support and enhance overall argument.	Selection and use of sources is adequate, includes one or more not relevant to topic and/or not of sufficient academic quality. Inadequate variety of perspectives consulted. Sources inadequately used to support and enhance overall argument.	Selection and use of sources is good, relevant to topic, indicates some variety of perspectives, and generally appropriate for academic level research. Sources are used adequately to support and enhance overall argument.	Selection and use of sources is very relevant to topic, from a variety of perspectives, and appropriate for academic level research. Sources indicate an above-average breadth of knowledge of the topic, and are used very effectively to support and enhance overall argument.
2. Thesis & Argumentation	Main thesis and purpose of essay is unclear. Main points and arguments do not coherently support thesis. No indication of dealing with alternative viewpoints and little effort to respond. Conclusion missing or very unclear.	Main thesis and purpose of essay is poorly introduced and presented. Thesis is not sufficiently supported by well-reasoned arguments. Demonstrates little knowledge of alternative viewpoints and little effort to respond. Conclusion inadequately summarizes essay.	Main thesis and purpose of essay is adequately introduced and presented. Thesis is supported by fairly well-reasoned arguments. Demonstrates some knowledge of alternative viewpoints and shows some attempt to respond. Conclusion adequately summarizes essay.	Main thesis and purpose of essay is very clearly introduced and presented. Thesis is supported by exceptionally well-reasoned arguments. Demonstrates firm knowledge of and provides compelling responses to alternative viewpoints. Conclusion cogently summarizes essay and identifies possible future directions for study.
3. Unity & Organization	Writing is not unified through organized	Writing shows some unity and organization,	Writing is generally unified, though	Writing is very unified through organized thoughts and

(Coherence)	thoughts and sentences, and focus on the goal of supporting the thesis is missing.	but thoughts and sentences are disconnected, and overall focus on the goal of supporting the thesis is weak.	thoughts and sentences could be more focused and organized around the goal of supporting the thesis.	sentences, and keeps strongly focused on the goal of supporting the thesis.
4. Grammar and Style	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical and/ or grammatical issues.	Writing is fairly intelligible, but reoccurring technical and/or grammatical issues greatly impede clarity.	Writing style is generally good, with few technical and/or grammatical issues that impede clarity.	Style is clear, fluid and quite free of technical and/or grammatical issues that would impede clarity.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Participation	10 %
Blog Responses to Readings	20 %
Spirit Baptism Comparative Analysis Paper	30 %
Essay on Pentecostal Theology	40 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the tip sheet, "Documenting Chicago Style" (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 from the Chicago Manual of Style or reference the tip sheet, "Citing Sources in Theology".

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Students are encouraged to consult Writing Services. Citation and other tip sheets.

Students should also 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.

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

I. 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

Please note: For each unit, prep work by watching videos and doing readings is required. For the lectures listed below, some are pre-recorded, and some will be given on Saturday mornings.

Class 1: Saturday, January 20

Unit One: Theology, Experience, and the Forming of the Pentecostal Imagination

Lecture 1 – Pentecostal Theology? What and Who
    Readings:
    ☐ Warrington, Keith. *Pentecostal Theology: A Theology of Encounter* (Ch. 1-2)

Lecture 2 – Experience and Theology: Bridging an Uneasy Relationship
    Readings:
    ☐ Jacobsen, *Thinking in the Spirit*, (Preface, Introduction, and Conclusion)
    ☐ Warrington, Keith. *Pentecostal Theology: A Theology of Encounter* (Ch. 6)

Class 2: Saturday, February 10

Unit Two: Early Pentecostalism

Lecture 3 – Theological Antecedents and Emerging Pentecostal Theologies
    Readings:
    ☐ Menzies & Menzies, *Spirit and Power* (Ch. 1)
    ☐ Jacobsen, *Thinking in the* Spirit (Ch. 1)

Lecture 4 – Revival Pentecostalism
    Readings:
    ☐ Jacobsen, *Thinking in the* Spirit (Ch. 2 – intro and sections on Seymour and Myland)

Class 3: Saturday, February 24

Lecture 5 – Finished Work and Oneness Controversies
    Readings:
    ☐ Jacobsen, *Thinking in the* Spirit (Ch. 3 – intro and section on Durham)
    ☐ Jacobsen, *Thinking in the* Spirit (Ch. 4 – intro and section on Haywood)
    ☐ Neumann, Peter D., and David A. Reed. "Oneness Pentecostalism - Interview with Dr. David Reed, Part 1." *iTunes Podcasts* (audio blog), March 15, 2014.
    ☐ Neumann, Peter D., and David A. Reed. "Oneness Pentecostalism - Interview with Dr. David Reed, Part 2." *iTunes Podcasts* (audio blog), March 28, 2014.

Unit Three: Spirit Baptism and the Pentecostal Identity

Lecture 6 – Spirit Baptism and Glossolalia
    Readings:
    ☐ Horton, Ch. 2, In *Perspectives on Spirit Baptism: Five Views*.
    ☐ Menzies & Menzies, *Spirit and Power* (Ch. 7-9; 14-15)
    ☐ Macchia, Frank D. *Baptized in the Spirit* (Ch. 2)

- ☐ Macchia, Frank D. "[Groans Too Deep for Words: Towards a Theology of Tongues](#) [as Initial Evidence](#)." *Asian Journal of Pentecostal Studies* 1, no. 2 (1998).

Class 4: Saturday, March 9

Lecture 7 – Pentecostalism, the Academy, and Hermeneutics
Readings:
- ☐ Menzies & Menzies, *Spirit and Power*, Chs 2-4 (37-68)
- ☐ Warrington, Keith. *Pentecostal Theology: A Theology of Encounter* (Ch. 7)

Lecture 8 – Social Engagement and Prosperity
Readings:
- ☐ Vondey, Wolfgang. "Ch. 5: Social Engagement and Triumphalism." In *Pentecostalism: A Guide for the Perplexed*, 89-110. London and New York: Bloomsbury T&T Clark, 2013.
- ☐ Jacobsen, *Thinking in the* Spirit, Ch. 6 (286-290, 313-352 only)
- ☐ Macchia, Frank D. "[Assessing the Prosperity Gospel](#)." *The Seedbed Blog* (video blog), April 02, 2014. Accessed October 09, 2014.

Class 5: Saturday, March 23

Lecture 9 – Ecclesiology and Ecumenism
Readings:
- ☐ Macchia, Frank D. *Baptized in the Spirit* (Ch. 5)
- ☐ Chan, Simon K. H. "Mother Church: Toward a Pentecostal Ecclesiology." *Pneuma* 22, no. 2 (Fall 2000): 177-208.

Lecture 10 – The Future of Pentecostal Theology
Readings:
- ☐ Lewis, Paul W. "[Reflections of a Hundred Years of Pentecostal Theology](#)." *Cyberjournal for Pentecostal-Charismatic Research* 12 (2003).

V. SELECTED BIBLIOGRAPHY

A bibliography will be provided as a separate document for students.

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)