

## **TYNDALE SEMINARY COURSE SYLLABUS**

"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."

Semester, Year	WINTER, 2026
Course Title	PENTECOSTAL THEOLOGY
Course Code	PENT 0505 1S
Date	January 15 – April 9, 2026 THURSDAYS
Time	6:45 – 9:35 PM (EST)
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Thursdays from 6:45 to 9:35 pm (EST).
Instructor	PETER ALTHOUSE, PhD
Contact Information	Professor of Theology & PhD Director
	Oral Roberts University
	Email: palthouse@tyndale.ca
Office Hours	By email / Zoom appointment only.
Course Materials	Access course material at <u>classes.tyndale.ca</u> or other services at <u>Tyndale One</u> . Course emails will be sent to your @MyTyndale.ca email account only.

#### I. COURSE DESCRIPTION

Revised: October 23, 2025

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 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:

- 1. Demonstrate interpretive skill by investigating the ways in which early Pentecostals wrestled to articulate their experience in meaningful theological frameworks.
- 2. Identify the theological understandings of healing, and the charismatic gifts—the hallmarks of Pentecostalism.
- 3. Demonstrate an ability to communicate theological interpretations of Spirit baptism and glossolalia (speaking in other tongues).
- 4. Integrate into life and ministry 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

#### **III. COURSE REQUIREMENTS**

## A. REQUIRED READING

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

Chan, Simon. Pentecostal Theology and the Christian Spiritual Tradition. Eugene, OR: Wipf & Stock, 2000.

Vondey, Wolfgang, ed. The Routledge Handbook of Pentecostal Theology. New York: Routledge, 2020.

<sup>1</sup>Wilkinson. Michael and Linda M. Ambrose, eds. <u>The Canadian Pentecostal Experience</u>. Leiden: Brill, 2025.

Other required readings and/or media aside from the course texts are listed for each week in the course schedule (below). These sources will be made available via links on the course webpage (<u>classes.tyndale.ca</u>).

<sup>&</sup>lt;sup>1</sup> Available through library ebook. Students can purchase a substantially discount copy (US\$25) through Brill MyBook. Go to Brill website, select the book, login with Tyndale credentials, click MyBook, and continue with purchase.

## B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

- Bowler, Kate. Blessed: A History of the American Prosperity Gospel. New York: Oxford University Press, 2013.
- Chan, Simon. Liturgical Theology: The Church as Worshiping Community. Downers Grove, IL: IVP Academic, 2006.
- Dayton, Donald W. Theological Roots of Pentecostalism. Studies in Evangelicalism. Metuchen, NJ: Scarecrow Press, 1987.
- Friesen, Aaron T. Norming the Abnormal: The Development and Function of the Doctrine of Initial Evidence in Classical Pentecostalism. Eugene, OR: Pickwick Publications, 2013.
- 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. <u>Pentecostalism: A Guide for the Perplexed</u>. London and New York: Bloomsbury T&T Clark, 2013.
- Warrington, Keith. Pentecostal Theology: A Theology of Encounter. London; New York: T & T Clark, 2008.
- Yong, Amos. The Spirit Poured out on All Flesh: Pentecostalism and the Possibility of Global *Theology*. Grand Rapids, MI: Baker Academic, 2005.

Tyndale recommends STEPBible – 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

## **General Expectations**

Attendance is mandatory; active group and class participation is required. Each week students should read the section overview, watch/listen to the introduction, and read the assigned material (and watch/listen to media if scheduled). There will be opportunity to participate in discussion forums in several of the weeks, and in other weeks students should be preparing their Comparative Analysis Paper and/or Pentecostal theology essay. Students should anticipate spending about nine to ten hours on course work each week, and more time when larger assignments are coming due.

#### 1. Discussion Forum Responses (30%)

Students will be expected to participate in six graded discussion forums with other classmates as a means toward helping one another better understand, analyze, and assimilate the material. Discussions will focus on posted questions and topics based on the weekly readings. Each graded forum is worth 5%, for a total of 30%. (Note that there is also a forum in week one, which will serve as a "practice" discussion to allow students to become familiar with the format, but it will not be graded.)

Post Details: The discussion topic will be posted by the instructor in advance of the particular forum (the topics are also listed below in the course schedule). During forum weeks, students must post their initial response by Tuesday at midnight. Responses to others in the class and/or group (depending on class size) must be made within two days, no later than Thursday at midnight. While students may continue beyond these two postings (and are encouraged to do so), grading will be based on the first two posts.

Seminar discussions will also take place during livestream class with a designated facilitator. Classmates are expected to engage in the discussion with evidence from the readings and life experiences.

#### **Best Practices:**

- Be informed and reflective. Make sure that you have completed the readings so that you can contribute to the discussions intelligently. Your posts may not only include comments but may also include questions that have been raised as you have reflected on the topic.
- Be respectful and honest. When responding to others, make sure to do so in a way that honours others and attempts to appreciate what has been posted (even if you don't agree with it). At the same time, forums are an opportunity to bring constructive criticism into the mix, which ultimately helps us learn how to think better. So, don't be afraid to say that you disagree with another person, but always do so in an informed way, and 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. It's always a good idea to keep your posts on topic, and not to meander too far from the point being discussed. At the same time, it may be valuable to introduce outside relevant sources into the discussion (e.g., other readings or media). So, if you think something outside the assigned material might enrich discussion, please share it.

Detailed grading rubric is posted on classes.tyndale.ca.

# 2. Perspectives on Spirit Baptism – Comparative Analysis Paper (30%) Due: Sat., Feb 28, 2026,

Students are required to read all of Perspectives on Spirit Baptism: Five Views, and the following: Frank Macchia reading in Vondey, Routledge Handbook of Pentecostal Theology, pp. 247-256, and Macchia readings and Peter Althouse, "The Ecumenical Significance of Canadian Pentecostalism" provided in Week 6. Write a paper of approximately 3000 words, comparing

and contrasting the classical Pentecostal view of Spirit baptism (represented by Stanley Horton), and with two other viewpoints found in *Perspectives on Spirit Baptism*. One of the alternative views must be 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:

- Summary of three views: A summary of the Pentecostal view (Horton), the Reformed view (Walter Kaiser), and any one 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 2400 words.
- Personal view: 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 600 words.

Chicago style must be used throughout the paper. Papers are to be submitted in MS Word document (.doc or .docx) or PDF format. 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.

Detailed grading rubric is posted on classes.tyndale.ca.

## 3. Essay on Pentecostal Theology (40%), Due: Thur., April 2, 2026, 11:59pm

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, but only with approval by 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 areas 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 (doc or .docx) or PDF format. 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.

Detailed grading rubric is posted on classes.tyndale.ca

## D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	% of final grade
1. Discussion Forums (forums 15%; seminars	Six weeks	30 %
15%)		
2. Comparative Analysis Paper	Feb 28	30 %
3. Essay on Pentecostal Theology	Apr 2	40 %
Total Grade		100 %

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

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

## Week 1 (Jan 15) – Experience and Theology: Bridging an Uneasy Relationship Readings:

- Neumann, Peter D. "Experience: The Mediated Immediacy of Encounter with the Spirit." In Vondey, Ch. 8 (84-94).
- Castelo, Daniel. "Pentecostal Theology as Spirituality: Explorations in Theological Method." In Vondey, Ch. 3 (29-39).
- Chan, *Pentecostal Theology*, Introduction and Ch. 1 (7-39).
- Jacobsen, Thinking in the Spirit, "preface" (ix-xvi), "Introduction" (1-15), "Conclusion (353-364).

**Discussion Forum: Welcome and Introductions** 

Aside from the readings, this week's forum has been set up to provide opportunity for those in the course to get to know each other a bit better, and to learn how to post and respond in discussion forums.

In the "Introductions" forum, please post a one paragraph introduction about yourself to the rest of the class. Identify your name, a bit about your background (e.g., education, job, family, ministry, etc.), and why you are interested in/or hoping to get out of this course in Pentecostal theology. Respond to as many classmates as possible, welcoming one another to the course. Remember, initial posts in all discussion forums should be posted by Tuesday at midnight, and responses to others posted by Thursday at midnight. (Note: This forum is not one of the graded forums, but please participate anyway!)

## Week 2 (Jan 22) – Theological Antecedents and Emerging Pentecostal Theologies: Charles F. Parham and Richard G. Spurling

## Readings:

- Jacobsen, Thinking in the Spirit, Ch. 1 (16-56).
- Dayton, Donald W. "Ch. 1, Toward a Theological Analysis of Pentecostalism," in Theological Roots of Pentecostalism, Studies in Evangelicalism, 15-33. Metuchen, NJ: Scarecrow Press, 1987.

#### **Discussion Forum 1:**

In Unit One (weeks 1 and 2) you had opportunity to read and reflect on the emergence of the Pentecostal imagination by exploring the unique way Pentecostal spirituality attempts to integrate theology and experience, as well as the theological visions of two early Pentecostals— Charles Parham, Richard Spurling, and other notable figures. In this first (official) discussion forum, respond to the following questions: To what extent do you think experience of God (and life) should affect one's (or a movement's) theology? In what ways do you see experience as having influenced the theological imaginations of Parham and Spurling and was this influence beneficial and/or detrimental? (Two paragraphs)

## **Unit Two: Early Pentecostal Imagination**

Week 3 (Jan 29) - Revival Pentecostalism: William J. Seymour, George F. Taylor, and David W. Myland

#### Readings:

Jacobsen, Thinking in the Spirit, Ch. 2 (57-133)

## Week 4 (Feb 5) – Global Origins and Development and the Canadian Pentecostal Movement Readings:

 Anderson, Allan H. "Pentecostal Theology as a Global Challenge: Contextual Theological Constructions." In Vondey, Ch. 5 (18-28).

- Wilkinson, Michael and Linda M. Ambrose. "Localizing and Globalizing Canadian Pentecostalism." In Wilkinson and Ambrose, Introduction (3-23).
- Althouse, Peter. "Evangelical Networks and the Toronto Hebden Mission." In Wilkinson and Ambrose, Ch. 2 (46-60).
- Wilkinson, Michael. "Canadian Pentecostal Diversity: Incorporating the Many Voices." In Wilkinson and Ambrose, Ch. 14 (265-285).

#### **Discussion Forum 2:**

In Unit Two we have continued our journey into the early Pentecostal imagination. In weeks 3 and 4 of this unit we have explored the theological visions of five early Pentecostals: William Seymour, George Taylor, David Myland, William Durham, and Joseph King. One general observation that can be made at this point is that these early Pentecostal thinkers had a wide diversity of styles when it came to theologizing. We also explored the origins debate in Pentecostal scholarship that claims that multiple Pentecostal revivals and developments worldwide provide a more complete picture of Pentecostalism. Our discussions this week will be a response in two parts (one paragraph each).

First, despite Jacobsen's friendly counsel not to try to resolve this question, which of the theological styles of the above five personalities best fits with Pentecostal spirituality in your view, and why? In what way(s) has your view of early Pentecostalism been challenged and/or confirmed through your exploration of these Pentecostal pioneers?

Second, how has global scholarship changed our understanding of Pentecostalism and what challenges does this create for the American origins and expansion? Where do you land in this debate and why do you take this position?

## Week 5 (Feb 12) - Controversies: The Finished Work and Oneness Theologies:

## Readings:

- Jacobsen, Thinking in the Spirit, Ch. 3 (134-193).
- David K. Bernard. "Oneness Theology: Restoring the Apostolic Faith." In Vondey, chapter 18, pp. 195-206.
- Reed, David. "Evangelical Origins of Oneness Pentecostal Theology." In *Oneness* Pentecostalism: Race, Gender, and Culture, edited by Lloyd Barba, Andrea S. Johnson, and Daniel Ramírez, 44-65. University Park, Pennsylvania: The Pennsylvania State University Press, 2025.
- Neumann, Peter D., and David A. Reed. "Oneness Pentecostalism Interview with Dr. David Reed, Part 1." iTunes Podcasts (audio blog), March 15, 2014. Accessed October 09,
- Neumann, Peter D., and David A. Reed. "Oneness Pentecostalism Interview with Dr. David Reed, Part 2." iTunes Podcasts (audio blog), March 28, 2014. Accessed October 09, 2014.

#### FEB 17-20: READING DAYS - NO CLASS

Unit Three: Spirit Baptism and the Pentecostal Imagination

## Week 6 (Feb 26) - Spirit Baptism and Glossolalia: Classical Pentecostal Articulations

## Readings:

- Chan, Pentecostal Theology, Ch. 2 (40-72).
- Horton, Ch. 2 "Spirit Baptism: A Pentecostal Perspective," In Perspectives on Spirit Baptism: Five Views, (47-104).
- Chan, Simon K. H. "Evidential Glossolalia and the Doctrine of Subsequence." Asian Journal of Pentecostal Studies 2, no. 2 (1999): 195-211.
- Macchia, Frank D. "Baptized in the Spirit: Towards a Global Pentecostal Theology." In Defining Issues in Pentecostalism: Classical and Emergent, edited by Steven M. Studebaker, 13-28. McMaster Theological Studies Series 1. Eugene, OR: Pickwick Publications, 2008.
- Macchia, Frank D. "Sighs Too Deep for Words: Toward a Theology of Glossolalia." Journal of Pentecostal Theology 1, no. 1 (Oct. 1992): 47-73.
- Macchia, Frank D. "Groans Too Deep for Words: Towards a Theology of Tongues as <u>Initial Evidence</u>." *Asian Journal of Pentecostal Studies 1*, no. 2 (1998).
- Althouse, Peter. "The Ecumenical Significance of Canadian Pentecostalism." In Winds from the North: Canadian Contributions to the Pentecostal Movement," edited by Micael Wilkinson and Peter Althouse, 55-78. Leiden: Brill, 2010.

#### **Discussion Forum 3:**

In weeks 5 and 6 we have encountered Oneness adaptations of Pentecostal theology, and we explored the Pentecostal doctrine of Spirit baptism. In this discussion we will reflect on these two topics. Provide a one-paragraph response for each of the following two questions.

First, when it comes to Oneness Pentecostalism, while many Christians are ready to dismiss this group as being at best in error, and at worst, heretical in their understanding of God, other voices (including that of David Reed) are more nuanced in their description of this unique Pentecostal expression. From your exposure to Oneness Pentecostal theology in Week 5, respond to this two-part question: What within Pentecostal spirituality and imagination enabled this less-than-traditional theological views to arise, and what do you see as especially beneficial and/or deficient within Oneness theology?

Second, Spirit baptism is a central belief and celebrated experience in Pentecostalism. Thinking back to the early Pentecostal theological imagination, and comparing this to your readings, do you believe that the Pentecostal belief in the experience of Spirit baptism is grounded more in

their personal and corporate spiritual experience, or their understanding of Scripture? Provide rationale for your perspective.

## Week 7 (Mar 5) – Pentecostal Views on Healing

## Readings:

- Alexander, Kimberly E. "Divine Healing: Sacramental Signs of Salvation." In Vondey, Ch. 24 (257-67).
- Candy Gunther Brown. "Introduction." In Global Pentecostal and Charismatic Healing, ed. Idem. Oxford: Oxford University Press, 2011, pp. 22-51.
- Althouse, Peter. "Eschatology: The Always Present Hope." In Vondey, Ch. 25 (268-278).
- Onyinah, Opoku. "Spiritual Warfare: The Cosmic Conflict between Good and Evil." In Vondey, Ch. 30 (321-331).
- Optional: Mattias Wenk. "Spiritual Gifts: Manifestations of the Kingdom of God." In Vondey, Ch. 28 (301-320).

**Unit Four: Current Pentecostal Imagination and Theological Innovation** 

## Week 8 (Mar 12) – Pentecostalism, the Academy, and Hermeneutics Readings:

## Readings:

- Vondey, Wolfgang. "Ch. 7, Scholarship and Anti-Intellectualism." In Pentecostalism: A Guide for the Perplexed, 133-153. London and New York: Bloomsbury T&T Clark, 2013.
- Kay, William K. "Widening the Sources of Pentecostal Theology," In Vondey, Ch. 7 (73-83).
- Menzies, William W., and Robert P. Menzies. Ch. 2 (37-45) and 7 (109-119) Spirit and Power: Foundations of Pentecostal Experience: A Call to Evangelical Dialogue. Grand Rapids, MI: Zondervan, 2011.
- Chan, Pentecostal Theology, Ch. 3 (73-96).
- Tate, W. Randolph. "Introduction." Biblical Interpretation: An Integrated Approach. 2<sup>nd</sup> ed. Grand Rapids, MI: Baker Academic, 2008 (1-7).
- Archer, Kenneth J. "Pentecostal Theology as Story: Participating in God's Mission. In Vondey. Ch. 5 (40-50).

#### **Discussion Forum 4:**

In Unit Three, we explored Spirit baptism, glossolalia and healing including an exploration of some newer visions of what these experiences might mean, and some new ways of articulating older Pentecostal truths and values concerning this doctrine. We also explored the Pentecostal theology and practices of healing as a marker of Pentecostalism. As we moved into Unit Four, we were able to gain wider perspective concerning how Pentecostals are finding their way in the broader Academy, including how this has affected more recent developments in Pentecostal hermeneutics.

In this week's forum, discuss the following questions (one paragraph for each question). First, what, from among the perspectives on Spirit baptism, speaking in tongues, and healing do you find most refreshing and appealing as being a positive addition to the traditional Pentecostal understanding of these doctrines, and why?

Second, do you think there is something unique about the way(s) that Pentecostals interpret Scripture, why or why not? Should Pentecostals be seeking to establish a unique hermeneutic; why or why not?

## Week 9 (Mar 19) - 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.
- David Daniels. "Race: Reordering the World on the Principle of Grace." In Vondey, Ch. 39 (421-431).
- Cheryl Saunders. "Social Justice: Theology as Social Transformation." In Vondey, Ch. 40 (432-442).
- Reed, David A. "The Prosperity Gospel and Money: Pat Francis and Kingdom Covenant Ministries." In Wilkinson and Ambrose, Ch. 16 (303-318).
- Andreas Heuser. "Prosperity Theology: Material Abundance and Praxis of Transformation." In Vondey, Ch. 38 (410-420)
- Macchia, Frank D. "Assessing the Prosperity Gospel." The Seedbed Blog (video blog), April 02, 2014. Accessed October 09, 2014.
- Optional: Jacobsen, *Thinking in the* Spirit, Ch. 6 (286-290, 313-352 only).

## Week 10 (Mar 26) – Ecclesiology and Tradition

#### Readings:

- Chan, Pentecostal Theology, Ch. 4 (97-119).
- Lord, Andy. "Ecclesiology: Sprit-Shaped Fellowships of Gospel Mission." In Vondey, Ch. 27 (290-300).
- Althouse, Peter. "Ecclesiology." In Handbook of Pentecostal Christianity, edited by Adam Scott Stewart, 69-73. DeKalb, IL: Northern Illinois University Press, 2012.
- Chan, Simon K. H. "Mother Church: Toward a Pentecostal Ecclesiology." Pneuma 22, no. 2 (Fall 2000): 177-208.
- Chan, Simon K. H. "The Church and the Development of Doctrine." Journal of Pentecostal Theology 13, no. 1 (Oct. 2004): 57-77.
- Althouse, Peter. "Towards a Pentecostal Ecclesiology: Participation in the Missional Life of the Triune God," Journal of Pentecostal Theology 18, no. 2: 230-245.

#### **Discussion Forum 5:**

Unit Four has moved us into current emphases and developments within Pentecostal theology. During weeks 9 and 10, we have explored a rather controversial aspect affecting Pentecostal theology – prosperity theology – along with some newer reflections on ecclesiology and the Christian tradition among Pentecostals. Respond to the following two questions in the discussion (one paragraph each).

First, do you think the prosperity theology is intrinsically part of Pentecostalism, why or why not? And, do you think Pentecostals should embrace or resist prosperity theology?

Second, concerning Simon Chan's emphasis on the need for Pentecostals to embrace the broader Christian tradition, do you think this proposal is realistic, in particular within western individualistic culture; why or why not?

## Week 11 (Apr 2) – The Spirit in Creation, Pt. 1: Religion and Culture

#### Readings:

- Kärkkkäinen, Veli-Matti. "Theology of Religions: Divine Hospitality and Spiritual Discernment." In Vondey, Ch 41 (443-453)
- Yong, Amos. "Ch. 6, The Holy Spirit and the Spirits: Public Theology, the Religions, and the Identity of the Spirit." In The Spirit Poured out on All Flesh: Pentecostalism and the Possibility of Global Theology, 235-266. Grand Rapids: Baker Academic, 2005.
- Wilkinson, Michael and Peter Althouse. 2014. Catch the Fire: Soaking Prayer and Charismatic Renewal. DeKalb, IL: Northern Illinois University Press, 2013. Introduction (3-21).
- Yong, Amos. 2012. "What's Love Got to Do with It? The Sociology of Godly Love and the Renewal of Modern Pentecostalism." Journal of Pentecostal Theology 21, no. 1: 113-34.

#### **Discussion Forum 6:**

In week 11 we're exploring the Pentecostal imagination as it pertains to the application of theology to the broader world. In particular, Pentecostal views on the presence and activity of the Spirit are employed in order to arrive at a more informed theology of religion and culture. (In week 12 the application is pushed even further, into the realm of empirical sciences.) We've been exposed to the views of Amos Yong, which are by no means uncontroversial among Pentecostals (and evangelicals); and yet he writes from within the classical Pentecostal tradition. In this forum, discuss the following (two paragraphs).

First, what elements of Yong's theology of religion and culture do you believe reflect Pentecostal spirituality and vision? Are there aspects that you think do not fit well within traditional Pentecostalism, and if so, what?

Second, the Godly Love project was an attempt to propose the revitalization of Pentecostalism through an exploration and advance research interests. It specifically argued that love is a better indicator of religious experience and motivation than empowerment. To what extent do you agree or disagree with this approach and its conclusions? How does advanced research contribute to (or not contribute to) the vitalization and future of the Pentecostal life?

## Week 12 (Apr 9) - The Spirit in Creation, Pt. 2: Science; and The Future of Pentecostal Theology

#### Readings:

- Smith, James K. A. "Is There Room for Surprise in the Natural World? Naturalism, the Supernatural, and Pentecostal Spirituality." In Science and the Spirit: A Pentecostal Engagement with the Sciences, 34-49. Bloomington: Indiana University Press, 2010.
- Yong, Amos. "Academic Glossolalia? Pentecostal Scholarship, Multi-Disciplinarity, and the Science-Religion Conversation." Journal of Pentecostal Theology 14, no. 1 (Oct. 2005): 61-80.
- Yong, Amos. "Pentecostalism and the Theological Academy." Theology Today 64, no. 2 (July 2007): 244-250.
- Ware, Frederick L. "Theology and Science: Disciplines at the Limits of Pentecostal Discourse." In Vondey, Ch. 42 (454-464).

#### V. SELECTED BIBLIOGRAPHY

- Albrecht, Daniel E. "An Anatomy of Worship: A Pentecostal Analysis." In The Spirit and Spirituality: Essays in Honour of Russell P. Spittler, edited by Wonsuk Ma and Robert P. Menzies, 70-82. Journal of Pentecostal Theology Supplemental Series, 24. New York: T & T Clark International, 2004.
- . "Pentecostal Spirituality: Ecumenical Potential and Challenge." Cyberjournal for Pentecostal-Charismatic Research 2 (1997).
- . "Pentecostal Spirituality: Looking through the Lens of Ritual." Pneuma 14, no. 2 (Fall 1992): 107-125.
- \_. Rites in the Spirit: A Ritual Approach to Pentecostal/Charismatic Spirituality. Journal of Pentecostal Theology Supplemental Series, 17. Sheffield, England: Sheffield Academic Press, 1999.
- Alexander, Estrelda Y. "What Doth the Lord Require: Toward a Pentecostal Theology of Social Justice." Paper presented at the annual meeting of the Society for Pentecostal Studies, Wycliffe College, Toronto, Mar. 7-9, 1996.
- Althouse, Peter. Spirit of the Last Days: Pentecostal Eschatology in Conversation with Jürgen Moltmann. Journal of Pentecostal Theology Supplement Series, 25. London: T & T Clark, 2003.

- . "Towards a Theological Understanding of the Pentecostal Appeal to Experience." Paper presented at the annual meeting of the Society for Pentecostal Studies, Tulsa, OK, March 8-10, 2001.
- Anderson, Allan H. An Introduction to Pentecostalism: Global Charismatic Christianity. Cambridge: Cambridge University Press, 2004.
- \_\_. Spreading Fires: The Missionary Nature of Early Pentecostalism. Maryknoll, New York: Orbis Books, 2007.
- . To the Ends of the Earth: Pentecostalism and the Transformation of World Christianity. Oxford: Oxford University Press, 2013.
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## VI. GENERAL REQUIREMENTS FOR ALL COURSES

#### A. 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.

'Experience' within Pentecostal Horizons." Paper presented at the annual meeting for the Society for Pentecostal Studies. Lee University, Cleveland, TN, Mar. 8-10, 2007.

## B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- 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\*

<sup>\*</sup>exceptions with permission from professor

#### C. 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.

#### D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

## **Grading Rubric**

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

#### **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 must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

#### **Turnitin Text-Matching Software**

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

#### 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 (<u>seminaryoffice@tyndale.ca</u>) before proceeding.

## **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

#### **E. 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.

## **F. LIBRARY RESOURCES**

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

## **G. GRADING SYSTEM & SCALE**

For each course's grading rubric, please refer to your course syllabus or <u>classes.tyndale.ca</u>. For general grading guidelines, refer to Seminary Grading System & Scale.