



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

PS5107 DE Pentecostal/Charismatic Spirituality

3 credit hours. Prerequisites: None

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This course is intended for students interested in evangelical Christian spirituality and spiritual formation from a classical Pentecostal and/or Charismatic perspective.

Course Goals

Introduction

An essential portrait of *Pentecostal* spirituality is derived from what began on the Day of Pentecost, continued through the Book of Acts, and has continued throughout church history in many Christian groups. It has been described as “the everyday faith experience of real communities whose very identity is wrapped up in the Pentecost.”

Course Description

This course examines the foundational elements of classical Pentecostal spirituality as expressed at the turn of the twentieth century and the changes in emphasis that have evolved in the years since that time. The course also explores the relationship between ‘Pentecostal’ spirituality and ‘Christian’ spirituality and includes a personal statement of what it means to be ‘Pentecostal’ in one’s spirituality.

Relationship to Horizon’s Mission

The mission of Horizon College and Seminary is to *Advance God’s Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry*. This course contributes directly to that mission by enhancing the student’s awareness of what it means to be ‘spiritual’ within both an evangelical and a Pentecostal-Charismatic context.

Learning Outcomes

1. To examine the source roots and historical distinctives of classical Pentecostal spirituality as formulated and expressed in the early 1900’s (the beginning of the modern Pentecostal movement) and changes in emphasis that evolved to the end of the twentieth century.

- *Assessment:* Reflective Response to Wacker's *Heaven Below*; Critical Review of Cox Text *Fire from Heaven*
2. To assess different perspectives on the historical development and diverse expressions of elements within Pentecostal spirituality.
- *Assessment:* Comparative Analysis of Cox and Wacker
3. To consider contemporary issues and problematic areas that arise from the declarations and practices of Pentecostals.
- *Assessment:* Critical Review of Nanez Text *Full Gospel, Fractured Minds?*
4. To articulate a personal statement of what it means to be 'spiritual' as a Pentecostal-Charismatic believer. (If you are not of Pentecostal orientation yourself, the goal is that you articulate your understanding of the Pentecostal orientation).
- *Assessment:* Personal Position Paper on Pentecostal Spirituality

Course Work

Required Readings

Cox, Harvey. *Fire From Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-First Century*. Cambridge, MA: Da Capo Press, 1995. Pages xv-157, 263-321. (220 pages) ISBN: 978-0306810497.

A review: "A breathtaking story written with a novelist's feel for history, a philosopher's clear insight, and a reporter's eye for detail; an ideal guide for a pilgrimage through an unfamiliar religious world. . . able to demystify without desanctifying."

A personal word: I have been a Classical Pentecostal for a long time. To read this work from the 'death of God' theologian was a refreshing and stimulating experience. Cox has found an effective path between commendation and critique - written in a magnetic style that is illuminating and instructive for Pentecostals and non-Pentecostals alike.

Addendum: Having read Wacker after Cox, I reflected on the respective personal impact of these works. One way for me to describe the difference is that Cox provides a compelling 'biography' whereas Wacker gives a fascinating 'autobiography'.

Nanez, Rick. *Full Gospel, Fractured Minds? A Call to Use God's Gift of the Intellect*. Grand Rapids: Zondervan, 2005. Pages 13-131, 220-235. (135 pages) ISBN: 9780310263081.

A review: "The Pentecostal/Charismatic movement has brought a fresh vitality to the life of the church. But the Pentecostal movement in the early twentieth century also contained a strong anti-intellectual element that devalued the life of the mind and has contributed to superficial intellectual lives among many of today's believers. Nanez examines the roots of this anti-intellectualism and explores the biblical and historical basis for using God's gift of the intellect in matters of faith and practice. . . Instead of pitting experience against logic, faith against reason, and spirituality against rigorous mental exercise, Nanez demonstrates that all of these aspects of the Christian life can be successfully integrated to embody the whole truth."

A personal word: Nanez is an ordained minister and missionary of the Assemblies of God and a committed Pentecostal. He addresses this aspect of Pentecostal spirituality (i.e., the relationship between reason and faith – the mind and the Spirit – in an honest yet sensitive manner and provides a good counterpoint for our discussion of Wacker’s thesis.

Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge, MA: Harvard University Press, 2001. (272 pages). ISBN: 978-0674011281.

A review: “For historians of twentieth-century American religion, few books in recent memory have been so eagerly anticipated as this one. It has been worth the wait. . .In characteristically fluent prose, Wacker immerses us in the heady years of popular American Pentecostalism as it materialized into a coherent movement, roughly 1900–1925. His primary theme is the conjuncture of two disparate yet allied impulses that gave the early Pentecostal movement both its initial appeal and its extended staying power: primitivism and pragmatism. If the primitive impulse gave early believers their ardent piety, urgent missionary zeal, and hopeful pretension to know the will of God, the pragmatic impulse enabled their quest for purity and power to be harnessed to practical, lasting ends.”

A personal word: A conviction that keeps growing while reading this book goes something like this: “Wow! This guy has pulled together a multitude of strings and patchworks and is weaving them into a living tapestry.” Wacker methodically works through 15 aspects of Pentecostal life that demonstrate the ‘heavenly mindedness’ and the ‘earthly good’ that his thesis attributes to Pentecostals. Throughout the journey he has a wry sense of humor that may unexpectedly draw a smile, a snicker, or even a laugh.

Web-based Articles, Blogs, etc.

<https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/pentecostal-and-charismatic-christianity>

- an excellent historical overview; a brief ‘walking tour’ of the people and the ideas that mark the development of the Pentecostal and Charismatic movements

<http://www.pentecostaltheology.com/what-is-the-difference-between-classic-pentecostals-charismatics-and-third-wave-movement/>

- online discussion comments from a variety of perspectives

<https://fullerstudio.fuller.edu/evangelicals-pentecostals-and-charismatics/>

- a bit more challenging article (i.e., lots of big words and long involved theological sentences) but worth the labor of reading slowly and reflecting on what is said therein

<https://www.christianity.com/church/denominations/10-things-christians-should-know-about-pentecostalism.html>

- a compact 10-point overview of some key characteristics; it has merit in varying degrees depending on which ‘Pentecostal’ group you are talking about

Additional Resources (not required)

These supplemental texts are recommended as further reference material. You do not have to purchase them but will require the Foster and Moon/Benner chapters to complete your ‘personal position paper’ assignment. These chapters are available on the Populi course site.

Albrecht, Daniel. *Rites in the Spirit: A Ritual Approach to Pentecostal/Charismatic Spirituality*. Sheffield: Sheffield Academic Press, 1999.

A review: "Rites in the Spirit is a book about spirituality, ritual, and Pentecostal experience. The volume presents a careful and innovative study of Pentecostal practices and experiences. Focusing on the very important, but often intriguing worship rites that express the spirituality of Pentecostals, Albrecht discovers that these Pentecostal/charismatic rites and their attending sensibilities also function to shape, nurture, authenticate and even transform the spiritual lives of these Christians. Rites in the Spirit seeks to guide Pentecostals, and the Charismatic-inclined, toward self-interpretation and a more nuanced conception of, and a deeper appreciation for, their Pentecostal experience. The volume also aims to make this emphasis more accessible and understandable to those who have had limited contact with Pentecostal/Charismatic forms and expressions."

Boa, Kenneth. *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation*. Grand Rapids: Zondervan, 2001.

This has been one of the textbooks used in the Assemblies of God Theological Seminary course 'The Spiritual Formation of the Minister.' Boa's goal is "to present a synthetic and comprehensive approach to the spiritual life that will expose you to a number of beneficial facets. He develops a model with 12 facets of spirituality and says, "Each of these [facets] has value as part of a greater whole."

Foster, Richard. *Streams of Living Water: Essential Practices from the Six Great Traditions of Christian Faith*. New York: Harper, 1998.

Of special interest is Chapter 4: "The charismatic tradition: Discovering the Spirit-empowered life," pages 97-133. The other five traditions that Foster describes are: Contemplative (prayer-filled life), Holiness (virtuous life), Social Justice (compassionate life), Evangelical (Word-centered life), and Incarnational (sacramental life).

Hollenweger, Walter. *Pentecostalism: Origins and Developments Worldwide*. Peabody, Massachusetts: Hendrickson, 1997.

The author traces five roots as the sources for Pentecostalism (i.e., black oral, Catholic, evangelical, critical, and ecumenical). He uses an experiential narrative style to develop his history of Pentecostal faith and practice.

Horton, Stanley, ed. *Systematic Theology: A Pentecostal Perspective*. Revised edition. Springfield: Logion, 1995.

Of special interest are Chapters 11-15 concerning the Holy Spirit, sanctification, spiritual gifts, and divine healing, pages 375-523.

Land, Steven. *Pentecostal Spirituality: A Passion for the Kingdom*. Centre for Pentecostal Theology (CPT Press): Cleveland, Tennessee, 2010. 220 pages.

A review: "In this classic book, leading Pentecostal scholar Steven J. Land offers a constructive and controversial interpretation, a 're-vision' of the Pentecostal tradition. As Pentecostalism approaches its centennial, Land argues that the early years of the movement form the heart, not the infancy, of its spirituality, and he emphasizes the crucial importance of its Wesleyan, Holiness and nineteenth-century revivalist-restorationist roots. Land's foundational study includes - an account of the relationship of spirituality and theology - a description and analysis of Pentecostal beliefs and practices - a demonstration of how these beliefs and practices are integrated into Pentecostal affections - a trinitarian definition of Pentecostal Spirituality, arguing that a passion for the kingdom of God is ultimately a passion for God Himself."

A personal word: Steven Jack Land has been the President of Church of God Theological Seminary in Cleveland, Tennessee. His book has been used extensively in Pentecostal and non-Pentecostal colleges,

universities and seminaries to orient students to Pentecostal faith and life. He clearly identifies and examines core issues of Pentecostal spirituality in its historical context and contemporary expressions. This book is a core resource for any academic study of Pentecostal practices.

Moon, Gary and Benner, David, eds. *Spiritual Direction and the Care of Souls: A Guide to Christian Approaches and Practices*. Downers Grove: InterVarsity, 2004.

The writers in this volume present seven major traditions of Christian spirituality: Orthodox, Roman Catholic, Episcopal, Reformed, Wesleyan Holiness, Social Justice, and Pentecostal/Charismatic. Of special interest is Chapter 8: "Spiritual direction in the Pentecostal/Charismatic tradition," pages 152-165.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

See definitions of *reflective response*, *critical review*, *comparative analysis*, and *personal position paper* later in this syllabus.

All written assignments are to be submitted: size 8½ x 11 paper, typed, size 12 Times New Roman font, 1" margins, one page = 250 to 300 words.

Your first task is to examine the list of course assignments, set out a schedule for completion within the time allowed by the Registrar's Office for finishing the course, and send Dr. Kadyschuk that schedule. Complete the assignments in the order in which they are listed in the syllabus.

1. *Reflective Response to Wacker's Heaven Below* (20 marks).

- A reflective response to each of 10 of the 15 chapters in Wacker's book.
- I recommend that you complete each reflection immediately after reading the chapter while the material is fresh in your mind.
- Related learning outcome: #1.
- **Assignment length:** maximum of 2 pages per chapter, double-spaced.
- **Due date:** TBA.

2. *Critical Review of Cox Text Fire from Heaven* (20 marks).

- A critical review of the assigned pages in the Cox text plus a comparative analysis of Cox's perspectives on Pentecostalism compared to Wacker's views.
- Related learning outcome: #1.
- **Assignment length:** 4-5 pages, double-spaced.
- **Due date:** TBA.

3. *Comparative Analysis of Cox and Wacker* (20 marks).

- A comparative analysis of Cox's perspectives on Pentecostalism compared to Wacker's views.
- Related learning outcome: #2.
- **Assignment length:** 4-5 pages, double-spaced.
- **Due date:** TBA.

4. *Critical Review of Nanez Text Full Gospel, Fractured Minds?* (20 marks).

- Read the assigned pages in Nanez and analyze the issues he raises.
- Related learning outcome: #3.
- **Assignment length:** 4-5 pages, double-spaced.
- **Due date:** TBA.

5. *Personal Position Paper on Pentecostal Spirituality* (20 marks).

- A comprehensive personal statement on what it means to be spiritual as a 'Pentecostal' and/or 'Charismatic' evangelical.
- In your paper, be sure to include specific references to the following resources:
 - Foster's Chapter 4 (pp.97-133)
 - Moon/Benner's Chapter 8 (pp.152-165)
 - The four web-based articles, blogs, etc.
- Related learning outcome: #4.
- **Assignment length:** 7-8 pages, double-spaced.
- **Due date:** TBA.

Note: You may choose to substitute the Land text for the Nanez text and incorporate Land into your personal position paper. An intensive critical engagement with Land would guarantee an 'A' grade for the course. Contact me if interested.

Evaluation Summary

20% - Reflective Response to Wacker

20% - Critical Review of Cox

20% - Comparative Analysis of Wacker and Cox

20% - Critical Review of Nanez

20% - Personal Position Paper

Guidelines

A *reflective response* is an overview of your personal response/reaction(s) to the material in the text. You share: specific highlights of the content that stimulate your thinking about the topic; concerns or issues that arise in your mind as you read the author's perspective(s); suggestions you might have to add to or take away from how the author approached the topic; etc.

A *critical review* is not a summary of the material; rather it is an analysis and evaluation of the content and issues raised by the author. Your goal is to demonstrate a) your understanding of the author's purposes for writing and his/her arguments for whatever positions are taken; and b) your

ability to interact with the material in a manner that illuminates the significance, strengths, weaknesses, etc., of what the author has to say.

A *comparative analysis* draws out specific points of similarity and difference between the two books. The analysis also includes your own value statements about which author resonates with you personally (and why) on the various points of comparison. You draw from the material you have produced in a critical review of each author's work.

A *personal position paper* is a combination of an academic paper and a reflective praxis statement. Include as much formal research as you deem necessary to establish your foundations and perspectives in a solid biblical and theological manner. The paper must also include an articulation of your personal posture on the various dimensions of Christian and Pentecostal spirituality.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good

C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Horizon’s Dean of Students, Associate Dean of Students, or Academic Coach.

Class Attendance

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While

you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Resource List

A separate document contains an extensive annotated bibliography prepared by Dr. Marty Mittelstadt, Evangel University, Springfield, Missouri.