Faculty Information
Professor: Connie J. Dawson, PhD
Email: DawsonC@evangel.edu
Phone: 402-470-7210 (cell)
Office hours: By appointment

Course Information
Credit hours: 3
Course dates: Spring 2020: March 16 to March 20
Meeting times: Residential
Location: TBA

Required Texts:
For information of textbook pricing, go to:
http://www.bkstr.com/evangelstore/home

The following are required for this course:

Gonzalez, Justo L. *The Story of Christianity, Volume II: The Reformation to the Present Day.*


Recommended Texts:


Evangel University Mission Statement

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Assemblies of God Theological Seminary Mission Statement

AGTS shapes servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

Catalog Description

HIS/MHT 557 World Christianity II. This course examines the developments and growth of Christian movements from 1453 to the present. Key topics include the five Reformations of the Western church, expansion of Catholic and Protestant Missions into the Americas and Asia, the rise of Evangelicalism, the explosion of Protestant world missions. Special attention will be given to the streams that flowed into the emerging Pentecostal movement and exponential growth of the Pentecostal and charismatic movements of the 20th century to the present. The globalization of Christianity and the challenges of de-Christianization and post-modern thinking in the west will also be explored.

Course Prerequisites

There are no prerequisites.

Course Purpose

The aim of this course is to significantly enhance the student’s understanding of the historic roots of the Christian faith. Upon conclusion, the student will have gained an overview of God’s activity within history, beginning with the Reformation era and concluding with the present day. Special attention will be given to the development and distinctive characteristics of the Reformation movements (Magisterial, Radical, Catholic, and the English), key revival movements, theological and spiritual history that helped shape the distinctiveness of the modern Pentecostal and charismatic movements, the global expansion of world mission, and the impact of Christianity on the world today.

Learning Outcomes

Upon the completion of this course, the student will be able to:

1. Have a firm grasp of the overview of Christian history within the milieu of world history from 1453 to the present.

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1 All masters and doctoral PLOs, EU20 and FWE outcomes can be found at [https://agts.edu/current-students/academic-policies/](https://agts.edu/current-students/academic-policies/)
2. Synthesize the key events of Christian history, ideas, events, individuals, and movements within their historical, cultural, and theological contexts.

3. Articulate the overall knowledge of the significant events and people that led up to the Reformation, and identify the contributions of the Reformation movements (Magisterial, Radical, English, and Catholic) including the people, movements, and their unique theological perspectives.

4. Understanding the various streams that emerged in the 18th and 19th centuries including the Healing Streams, Great Awakenings, Holiness and Keswick movements that coalesced into the 20th century Pentecostal movement.

5. Analyze the key people, religious, and theological movements, how they impacted history and their influence on our world today.

6. Integrate the Christian story and mission with the meta-narrative of global history and events.

7. Gain an appreciation for the influence Christianity has made on culture, economics, societal structures, and impacted the world by the power of the Holy Spirit.

Program Learning Outcomes (PLOs):^2
- For the MATS student, the PLOs for this course are numbers 4, 5, 6
- For the M.Div student, PLOs 2, 3, 4
- For MAIS student, PLOs 3, 5, 6

E20 Outcomes:
This class supports the following EU20 Outcome(s):
C1. Spiritual Formation: Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ.
C2. Pentecostal Experience: Identify the role of the Holy Spirit in their journey to spiritual maturity, drawing on the rich resources of biblical and historical Pentecostal experience.
This class supports and assess the following EU20 Outcome(s).
E3. Historical Inquiry: Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and/or spiritual contexts.
E4. Research & Analysis: Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts and sciences.
I1. Integrational Philosophy: Articulate the integration of faith, learning, and life.
G3. Global Cultures: Demonstrate knowledge of nations and regions of the world and key historical and cultural events in those regions.

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^2 All AGTS Program Learning Outcomes are found on the website: https://agts.edu/current-students/academic-policies
G4. **Worldview Awareness**: Articulate his or her own worldview and respect, understand, and evaluate the worldviews of other individuals and people groups, historic and contemporary.

**Faith, Work, and Economics Outcomes (FWE):**

This class supports these FWE Outcomes:

**FWE Outcome 4: Recognize the poor & marginalized**

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people recognize the poor, the marginalized and the culturally different as fellow stewards whose work is equally important in God’s plan, cultivating trust and economic opportunity rather than division and dependency.

**FWE Outcome 5: Economic flourishing**

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people find meaning and fulfillment outside the walls of the church that create value for others, provide for their households and help communities and economies flourish.

**FWE Outcome 6: Pursuing justice and mercy**

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities—energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age.

**Course Format**

This class will be taught as an on-site, one-week intensive and will include lectures with power point, videos, classroom discussion, in-class work groups, and oral presentations. There will be pre-session assignments including reading and preparation for classroom presentation. Post-session assignment includes research and final paper.

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3 All Faith, Work, and Economic Outcomes are found on the website: https://agts.edu/current-students/academic-policies/.
Course Schedule
This is a tentative course outline. The course schedule may be changed at the discretion of the course instructor. Notice of changes will be made in class and/or through Course Commons announcements.

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Session</td>
<td>Complete all reading assignments prior to class session.</td>
</tr>
<tr>
<td>Pre-Session</td>
<td>Prepare a Reflection Essay to present in class during the module.</td>
</tr>
<tr>
<td>Jan 6 to March 16</td>
<td></td>
</tr>
<tr>
<td>Session Activities</td>
<td>Participate in class discussions, activities, videos, and presentations.</td>
</tr>
<tr>
<td>March 16-20</td>
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</tr>
<tr>
<td>Post-Session</td>
<td>Research and Write Final Project. Time will be allotted during the in class module to talk with the instructor regarding the research topic.</td>
</tr>
<tr>
<td>March 20-April 24</td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Submit Final Paper</td>
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</tbody>
</table>

Course Policies & Requirements

Preparation
In order to succeed in this class, students should arrange to have regular access to a computer, the internet, Evangel email and Course Commons.

Participation
Students will be expected to regularly contribute to the class discussion, collaborate with one another in group activities, and to “learn by doing.”

Attendance
This is a one-week module class. It is presupposed that there will be no absences except due to extenuating circumstances or a serious medical emergency. If absences occur without approval from the instructor, it is an automatic withdrawal for the class. If a student is more than 15 minutes tardy for a class, it will be counted as an absence.
Assignments

1. **Reading Assignments:** Students will be expected to read all assigned textbooks prior to the class session. **Reading assignments comprise 30% of your overall grade.** An affirmation of the completion of the assigned reading will be made on the first day of the classroom session.

2. **Reflection Essays** – Students will prepare an essay and present it in class during the week module. If time permits, additional library research time may be given for final preparation during the on-campus session. The student will be given 35 to 45 minutes to present this paper in class and lead a discussion regarding the material following the presentation of the paper. The use of power point and/or other learning tools are encouraged. The paper will be submitted to the instructor following the presentation.

Below is a list of people, themes or movements that serve as suggestions for the reflection essay. This is on a first come, first serve basis, so if you have a preference, reserve your selection early. The presentation should include a definition, a history of the movement with origin, key people and key issues, and a summary of the impact on Christian and world history.

Please let the instructor know your selections and plans as early as possible. Creativity is encouraged.

1. In your textbook, *A Global History of Christians* page 345, the author makes the statement, “The seeds of secularity were sown in the unbelievable destructive religious conflict of the seventeenth century known as the Thirty Years War.” Present the context for this statement and provide an overview of the Enlightenment thinking that resulted from this war.

2. Provide a brief overview of the post-World War II healing revival placing the movement within its historical context and highlights of key individuals. (This could be accomplished by an individual or it could be expanded and presented as a group effort.)

3. In the text, *The Story of Christianity*, Gonzales in chapters 22, 23, and 24 refers to the Rational Option, the Spiritualist Option, and the Pietistic Option. Choose one of these, and provide a brief overview. Place it within its historical context, and explain the impact of this movement on Christian history. (One person could choose one topic or this could be a group effort covering all three.)

4. Contrast and compare Arminianism with Calvinism. This would include a brief biography of Jacob Arminius and John Calvin in their historical context and their unique theological perspectives. (One person could present this or two people could work together taking each perspective.)
5. Choose an aspect of Missionary expansion in the greater two thirds world. Present the historical context and the impact on global Christianity. Such issues as colonialism, syncretism, imperialism, etc. may be discussed. The impact of 20\textsuperscript{th} century Pentecostalism should be investigated.

6. Present an overview of the Catholic Charismatic movement in the 1900’s, placing the movement within its historical context, the origin, growth, development, key players, and impact on Christianity.

7. Prepare a lecture and discussion on the impact of Islam on Christianity past, present, and (the projected) future.

\textbf{Learning Activities} – Activities such as videos, group activities, and research/library time will be part of the learning experience.

\textbf{Final Project} – This project will consist of a paper.

Write a 15 to 20-page (not including the cover page and bibliography) research paper on a subject pertinent to the material related to this class. The topic must be approved by the professor during the week of the class. Individual time will be allotted for each student to spent time with the instructor to discuss the topic for the final paper.

\textbf{Writing Style Guide}

All formal papers are to be formatted according to the AGTS Writing Style Guide.

Papers are to be double spaced, 12-point (Arial or Times New Roman) font, and submitted in WORD format. The paper should have 1” margins, with a title page, a contents page, a thesis statement, subheadings, thoughtful analysis, conclusion, and a bibliography. Proper punctuation, grammar, spelling, and logical flow of thought are expected. Research sources must include at least five sources beyond the material covered in the class with an emphasis on primary source.

\textbf{NOTE:} Ten points will be automatically deducted from the grade of the final paper submitted past the assignment deadline.

\textbf{Communication}

If you have a question, comment or suggestion, feel free to contact me. Since I am a full-time pastor, it is best to text me prior to calling to ensure my availability. If I am in a meeting, I will normally respond by text when I will be available. I normally respond to emails within 24 hours.
**Assessment**

<table>
<thead>
<tr>
<th>Assignment Group</th>
<th>Total Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Participation</td>
<td>100 pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Reading</td>
<td>100 pts.</td>
<td>30%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>100 pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100 pts</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>400 pts.</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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**GRADING SCALE:** The Professor will follow the regular AGTS grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% to &lt; 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87% to &lt; 89%</td>
</tr>
<tr>
<td>B</td>
<td>84% to &lt; 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80% to &lt; 84%</td>
</tr>
<tr>
<td>C+</td>
<td>77% to &lt; 80%</td>
</tr>
<tr>
<td>C</td>
<td>74% to &lt; 77%</td>
</tr>
<tr>
<td>C-</td>
<td>70% to &lt; 74%</td>
</tr>
<tr>
<td>D+</td>
<td>67% to &lt; 70%</td>
</tr>
<tr>
<td>D</td>
<td>64% to &lt; 67%</td>
</tr>
<tr>
<td>D-</td>
<td>61% to &lt; 64%</td>
</tr>
<tr>
<td>F</td>
<td>0% to &lt; 61%</td>
</tr>
</tbody>
</table>

**GRADING POLICY:**
Apart from sudden illness or particular emergency, all assignments should be submitted on time. If late work is a necessity, the student must contact the professor. Exceptions can be made for the above circumstances. Otherwise, late work will be penalized 10%. Incompletes should be a last resorts and students must submit the form to the professor well before the final day of class and agree to a specific due date for completed work.

**Select Bibliography**


Olson, Roger E. *Arminian Theology: Myths and Realities*. Downers Grove, IL: InterVarsity, 2006.


Academic Integrity
As participants in a Christian university, members of the broader academic community, and active professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel’s policy on academic integrity, as published in the Student Handbook, appears in the section IX. University Policies: Academic Integrity.

Accommodation Statement
Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.
Inclusive Language
The Assemblies of God Theological Seminary employs inclusive language for human beings in both verbal and written communication. This commitment to equality and community is rooted in the biblical revelation of God’s will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev 7:7–9). In regard to biblical texts, the integrity of the original expressions and the names of God should be respected. Students must use inclusive language in all assignments.

Electronic Devices in the Classroom
It is expected that electronic devices will be used during class to support the students’ learning. Any use of technology that substantially degrades the learning environment or promotes dishonesty or illegal activities is prohibited.

Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

University Resources
Evangel University Libraries
Klaude Kendrick Library’s physical holdings currently includes approximately 120,000 bound volumes, 3,100 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study. The facility includes a computer center, equipped with 13 computers, multiple laser printers, and a copy machine/scanner/printer, providing access to productivity software, library resources and the Internet. The library also provides access to a wireless network throughout the facility.

The Cordas C. Burnett Library is the major information resource center of AGTS. Its physical holdings currently includes 127,726 bound volumes, 5,561 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study.

To access the library catalogs and resources online, visit Evangel University Libraries. Evangel’s libraries include computer centers, equipped with computers and a copy machine/scanner/color printer, providing access to productivity software, library resources, and the Internet. The libraries also provides access to a wireless network throughout the facility.

The Write Place
The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied to the student’s paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see The Write Place Online.
The Center for Student Success
The Center for Student Success is also available to all Evangel student. The Center for Student Success provides tutoring, coaching and academic support. The Center for Student Success is located in Zimmerman Hall 208. The Center for Student Success is available to online students. For more information or to set up an appointment, see The Center for Student Success.

Course Commons
This course will use Course Commons, Evangel’s learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is https://courses.evangel.edu.

Use your Evangel username and password to login.

Course Commons Student Orientation
All Evangel students have access to the Course Commons Student Orientation. If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.

Accessing the Course in Course Commons
Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.
To customize your Courses list, see the following Help Guide: How do I customize my Courses list?
Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. If students have not completed their financial registration by the first official day of class, their course access will be revoked. After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor. You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available. You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again. All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons

Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu. On the Profile page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons. The Settings link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive. The Notifications link allows you to customize what notifications you receive from Course Commons and how and when you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses. For more information, see the following pages in the Course Commons Student Orientation: How to Update your Profile and Settings and How to Update Your Notifications.
Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course. For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: How to Check My Grades.

How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Support menu from any page in Course Commons. Click on the Support icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem. You can browse the Canvas Student Guide for help on a specific topic.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Support icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at studenthelp@evangel.edu (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.