



Bible and Theology
Shaping Servant Leaders

History and Polity of the Assemblies of God, HIS 532 LEC 1 and HIS 532 LEC 01

Spring 2020 and AGTS Spring 2020

Faculty Information

Professor: Jeffery Nelson, Ph.D.
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Office hours: Monday and Tuesday Afternoons and by appointment



Course Information

Credit hours: 3
Course dates: January 13 – April 27, 2020
Meeting times: Mondays 6:00-8:45PM
Location: AGTS 116

Required Texts

Hurst, Randy. *Ordered Steps: A Life Prepared To Lead-Introducing Doug Clay, General Superintendent*. Gospel Publishing House, 2016. Kindle format (proprietary) ASIN B076HRMJ9B. ISBN: 9781607315117.

McGee, Gary. *People of the Spirit: The Assemblies of God*. Springfield, MO: Gospel Publishing House, 2014. ISBN: 9781607313755.

Nelson, Jeffery. *Pentecostal Missions: Past 100 and Beyond in International Journal of Pentecostal Missiology*, <http://agts.edu/wp-content/uploads/2019/12/IJPM-6-1.4-Nelson-Pentecostal-Missions1.pdf>. December 2019.

The Holy Bible, any edition

Recommended Reading

Bartleman, Frank. *Azusa Street: An Eyewitness Account to the Birth of the Pentecostal Revival*. New Kensington, PA: Whitaker House, 1982, ISBN: 978-0-88368-638-6.

Herrington, Jim, Mike Bonem, and James H. Furr. *Leading Congregational Change: A Practical Guide for the Transformational Journey*. San Francisco: Jossey-Bass, 2000. ISBN 978 0787 9476 51

Hodges, Melvin. *The Indigenous Church*. Springfield, MO: Gospel Publishing House, 1976.

Martin, Larry E. *The Life and Ministry of William J. Seymour: And a History of the Azusa Street Revival*. Pensacola: FL: Christian Life Books, 2006. ISBN 0-9646289-4-5

Parham, Sarah (Mrs. Charles F.). *The Life of Charles F. Parham: Founder of the Apostolic Faith Movement*. Birmingham, AL: Commercial Printing, 1930.

Stronstad, Roger. *Charismatic Theology of St. Luke: Trajectories from the Old Testament to Luke-Acts* (2nd ed.). Grand Rapids: Baker Academic, 1984, 2012, ISBN: 978-1-4412-4033-0.

White, James Emery. *Rethinking the Church: A Challenge to Creative Redesign in an Age of Transition*. Grand Rapids: Baker, 1997. ISBN 978 0801 0916 50

Wood, George O. *Core Values: Serving Christ's Cause with Effectiveness and Excellence*. Springfield, MO: Gospel Publishing House, 2007.

York, John V. *Missions in the Age of the Spirit*. Springfield, MO: Logion Press, 2000.

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

The historical, sociological and theological background which gave rise to the Pentecostal Movement and the formation of the AG. The development of the denomination is traced to the present time. Includes a unit on the congregational presbyterial polity of the AG. Distance Learning option available.

Course Prerequisites

There are no prerequisites.

Course Purpose

The purpose of this course is to prepare students for ministry in the Assemblies of God by examining its origins, history, development, and structure.

Learning Outcomes

Upon completion of this course, the student will be able to:	PLO	EU20	FWE/ON
1. Know the basic process of writing history and how all history is selective. This will be assessed using the personal story (Assignment 2 Personal Story).		C2, I1,	
2. Understand and explain the historical and theological context that gave rise to the Assemblies of God in the late 19 th and early 20 th century through guided research on key persons and events. This outcome will be assessed using the history tour project (Assignment 4 Tour Response Paper) and through the research paper (Assignment 1 Parham Research Paper and Presentation) and through a group project (Assignment 5 Luke/Paul Group Assignment).	MATS 2 Bridge the Horizons MATS 5 Discuss Issues & People in BTh	C3 E3	
3. Define Pentecostalism by demonstrating knowledge of various contemporary definitions and evaluating those definitions in light of Scripture. This will be assessed through the research paper (Assignment 3), and the unit quizzes (Assignment 3) and the Mid-term Exam (Assignment 6).	MATS 6 Discuss Pentecostalism	E4	
4. Grasp the importance of doctrinal statements and the distinctive doctrines and divine healing in particular by evaluating how an anti-creedal movement found it necessary to articulate the 16 Fundamental Truths of the Assemblies of God. This will be evaluated through Unit Quizzes (Assignment 3), Distinctive Research Paper (Assignment 7), and Mid-term Exam (Assignment 6)	MATS 3 Extract Bib Teaching MATS 4 Const Bibl & Relevant Response	C3	FEW1
5. Understand the congregational presbyterial polity of the AG by evaluating its impact on the autonomy of local churches. This will be assessed through the completion of the assigned reading and unit quizzes (Assignment 3), through the reflection paper (Assignment 8), and through the Final Exam (Assignment 9).	MATS 7 Critique Critical Methods	C3	

Course Format

The course instructional procedures may include lecture, classroom discussion, group work, historical tour, etc. use of classroom technology such as PowerPoint presentations, videos, and online resources, and methods of evaluations such as quizzes, research and reflection papers, group research and presentation, and exams.

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.

Tentative Schedule	HIS 532 6-8:45	Assemblies of God History and Polity	Readings	Assignment Due	4 MA and 4+1 Students
Dr. Jeff Nelson	PM	Spring 2020			Room: AGTS 116

Day	Date	Class #	Description			Topics
Monday	13-Jan	1	Course Intro, Past 100 and Beyond	Nelson: Past 100 IJPM		Pentecost and its impact on the world
Monday	20-Jan		MLK Jr. Holiday			
Monday	27-Jan	2	1850 - 1900 Swirling Elements	McGee Unit 1	Unit 1 Quiz (1.5%)	Holiness Movement, John Wesley, Tongues through the Centuries
Monday	3-Feb	3	Key Figures: Charles F Parham	McGee Unit 2	Unit 2 Quiz (1.5%)	Charles Parham, Stone's Folly
Saturday	8-Feb				Parham Impact Paper Due (Presentations following Monday)	
Monday	10-Feb	4	Key Figures: Seymour, Bell, et al	McGee Unit 3	Unit 3 Quiz (1.5%) Presentation (20%) Personal Testimony (5%)	William Seymour, E.N. Bell, others, Group Assignment Work Time
Monday	17-Feb	5	1914 Formation of A/G	McGee Unit 4	Unit 4 Quiz (1.5%)	Early General Councils and Documents, Group Assignment Work Time
Monday	24-Feb	6	2 Distinctive Doctrines and Divine Healing	McGee Unit 5	Unit 5 Quiz (1.5%) Group Assignment Presentations (10%)	Evidential Tongues, Subsequence and Separability, Divine Healing

Tuesday	25-Feb	Tour	Pentecostal History Tour	7:00 am - 10:30 pm		
Monday	2-Mar	7	1914 - present Recent History church and missions	McGee Unit 6	Unit 6 Quiz (1.5%)	A/G and Pentecostal Growth Worldwide
Monday	9-Mar	8	Mid-Term Exam		Mid-Term (10%)	
Tuesday	10-Mar				Tour Response Paper (15%)	
Monday	16-Mar		Spring Break 2020			
Monday	23-Mar	9	What is Polity	Clay Ordered Steps	Clay (entire book) Quiz (1%)	Congregational, Episcopal, Presbyterian
Monday	30-Mar	10	Influences of Polity on AG	Clay section 1		Holiness, Baptist
Tuesday	31-Mar				Research Paper (15%)	
Monday	6-Apr	11	A/G Governance Model	Clay section 2		Blended Model, Cooperative Fellowship
Monday	13-Apr	12	A/G Missions Model	Clay section 3		Indigenous Church Principles, National Church Partnerships
Tuesday	14-Apr				Reflection Paper (5%)	
Monday	20-Apr	13	Current Manifestation and Culture of Model			Current Manifestations and Culture of Model
Monday	27-Apr	14	Final Exam		Final Exam (10%)	

Course Policies & Requirements

Preparation

In order to succeed in this class, students should arrange to have regular access to a computer, the internet, Evangel e-mail and Course Commons. This class will use Course Commons for all course communication, interaction, content, announcements, collaboration and assignments.

Participation

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

Attendance

A student is only allowed to be absent up to 2 weeks of classes a semester (or 1 day of a module). It is presupposed that any such absence would be due to extenuating circumstances. However, except for a serious medical emergency, if more than allowed absences take place, it is an automatic withdrawal for that class. If a student is more than 15 minutes tardy for a class, it will be counted as an absence. Attendance will be taken but will not be counted toward the grade.

Assignments

A student is expected to complete the assignments below according to the schedule posted in the syllabus and provided on Course Commons.

- 1. Parham Research Paper and Presentation (20%)** Write a 10-page research paper and make a media presentation on the topic: Charles Parham and his impact on... (selected person or place). You can select one of the following, but it may not be one already selected by a classmate: William Seymour, John G. Lake, Agnes Ozman, Mary Arthur, Lucy Farrow, Fred Bosworth or Topeka, Galena/Baxter Springs/Joplin, Houston, Zion or Los Angeles. Each student should read at least 500 pages of outside reading for this project and reflect the sources in the works cited. Include the place(s), people and type or interaction between Parham and the selected person/place, the impact of your selected person/place and what part Parham played on the selected person/place. Present a 10-minute class presentation your research paper. Media should be incorporated, and sources identified. Selected projects may be incorporated into the Parham Pentecostal History Tour. Paper and media are to be submitted through Course Commons.
- 2. Personal Story (5%)** Each student will share a personal story (testimony) of coming to Christ, educational aspects, and how Pentecost has been a part of life (3 minutes). Demonstrate the basic process of writing history and how all history is selective This presentation will be in conjunction with the Parham Research Presentation above.
- 3. Unit Quizzes (10%)** Unit Reading Quizzes over McGee and Clay. Each class period when reading assignments are required, a reading quiz will be given to evaluate understanding and synthesis of material assigned. (McGee Unit Quizzes over 1-6 for 1.5% each; Clay 1% = 10%)
- 4. Tour Response Paper (15%)** Write a 10-page response paper on the Parham Pentecostal History Tour. A. Select three of the lectures/prayer meetings and describe the research and the way in which they impacted your understanding of Pentecostal history (approximately 5 pages). B. What did you learn from the other presentations and sites visited (1 pages)? C. How was your understanding of Pentecostal history enhanced through this tour in general and specifically (3 pages)? D. How will your life be different because of having experienced this tour (1 page)?
- 5. Luke/Paul Group Assignment (10%)** Group Assignment on the Baptism in the Holy Spirit: With your group do a thorough study of the Bible researching these questions.
 - a.** What are the Lucan scriptures that discuss the Baptism in the Holy Spirit? What did Luke mean by the Baptism in the Holy Spirit?
 - b.** What are the Pauline scriptures that discuss the Baptism in the Holy Spirit? What did Paul mean by the Baptism in the Holy Spirit?

- c. Do you think that Paul and Luke had different audiences and different purposes for writing as they did?
 - i. What seems to be Luke’s purpose in writing about the Baptism?
 - ii. What seems to be Paul’s purpose in writing about the Baptism?
 - d. Do their different purposes impact their definitions and writings? How?
 - e. Based on your biblical research from the questions above provide a presentation. Prepare a 10-to-15-minute presentation (using PowerPoint or other media) on your findings for class. If group members have differing conclusions, they can be presented as “major” and “differing” opinions of the group and both should be argued. Answer the following questions:
 - f. In what ways did Luke and Paul address the Baptism in the Holy Spirit similarly and in what ways differently?
 - g. What did the Baptism in the Holy Spirit mean to Paul and what did the baptism in the Holy Spirit mean to Luke?
 - h. How does one reconcile the differences while at the same time appreciate the scriptural authenticity of both?
6. **Mid-term Exam** (10%) A mid-term over AG history will be given to determine mastery of course content.
 7. **Distinctives Research Paper** (15%) Write a 10-page research paper on “The Assemblies of God’s distinctive doctrines and divine healing and my generation.” Include (approximately 5 pages) what are the two distinctive doctrines and divine healing from a biblical and historic perspective, (approximately 2 pages) how my generation perceives these doctrines, and (approximately 3 pages) how these doctrines can be taught in my generation.
 8. **Reflection Paper** (5%) Write a 5-page reflection paper on the Assemblies of God History and Polity. Identify your personal understanding/journey and any changes in your understanding of the history and polity of the Assemblies of God over time and as a result of the lectures and the readings for this class (approximately 2 pages). Summarize your current understanding (approximately 2 page) and how it will affect your life and ministry (approximately 1 page).
 9. **Final Exam** (10%) A final exam over AG polity will be given to determine mastery of course content.

Writing Style Guide

All formal papers (unless otherwise specified by the instructor) are to be formatted according to the [AGTS Writing Style Guide](#).

Communication

Good communication is essential to success in college and beyond. If you have a question, comment or suggestion, feel free to contact me. You may contact me by phone, email, or through Course Commons. I will respond to emails/messages within 24 hours.

I expect students to stay on top of communication that I send to them. Please be sure to set up your notifications so that you are daily connected to what’s happening in our class.

Assessment

The grading rubrics for major assignments will be available with the assignment instructions on Course Commons. For most assignments, grades will be posted in Course Commons within 7 days to allow the professor time to provide detailed feedback along with the evaluation.

Grading Policy

The assignments, quizzes, and exams will be graded according to the percentage listed on each assignment.

Late/Missed Assignment Policy

All assignments are due at the dates and times specified. Late assignments can be submitted 48 hours late for a deduction of 20% per day. No assignments will be accepted for any credit after being more than 48 hours late, unless prior arrangements have been made.

- Please be proactive in your assignment preparation and submission!
- If there are any difficulties in submitting an assignment, please email me immediately!
- Difficulties with an assignment? Contact me before the due date!

Missed quizzes/assignments may be made up at the discretion of the professor. If you know you will be unavailable to submit a quiz/assignment before the due date, please make arrangements for an alternative time. If a quiz/assignment is missed, the student has 48 hours to contact the professor for a possible make-up time.

Grading Scale

✍️ Grades will be based on the number of points accumulated by completing assignments, projects, and quizzes. The following grading scale applies:

100% ▶	93% ▶	89% ▶	86% ▶	83% ▶	80% ▶	76% ▶	73% ▶	69% ▶	66% ▶	63% ▶	59% ▶
94%	90%	87%	84%	80%	77%	74%	70%	67%	64%	60%	0%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Grade Access

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” link in the course menu. For more information on how to check your grades and what you can do from this page, see [How Do I View My Grades?](#)

I will attempt to grade assignments and provide feedback within 48 hours of the assignment due date. Larger assignments/projects may take up to 1 week to grade so that feedback can be provided. Please pay attention to notifications of graded items and recent feedback. **I expect students to review and learn from the feedback that I provide on their assignments.**

The Temporary Grade of Incomplete

An “I” (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The *Incomplete (I) Grade Request Form* may be obtained from your administrative assistant in your department.

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

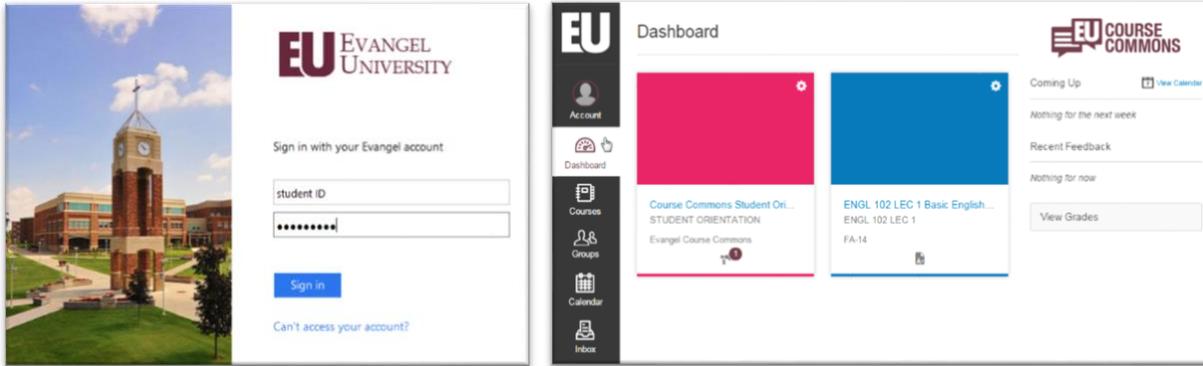
The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied 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

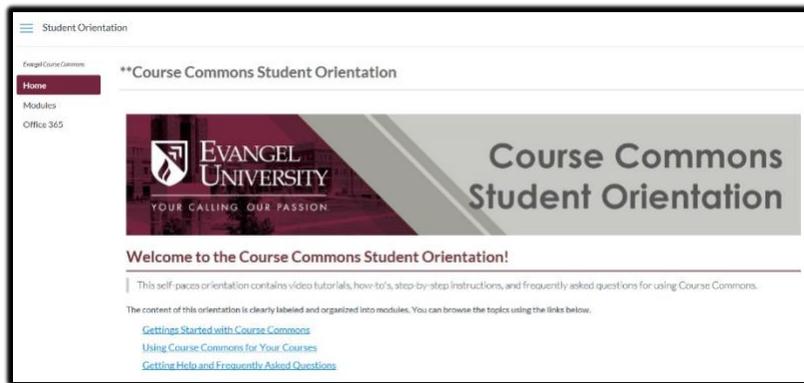
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.edu>.



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:

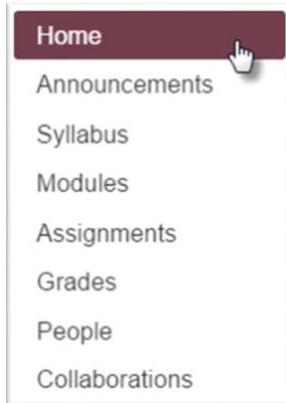
[How do I customize my Courses list?](#)

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

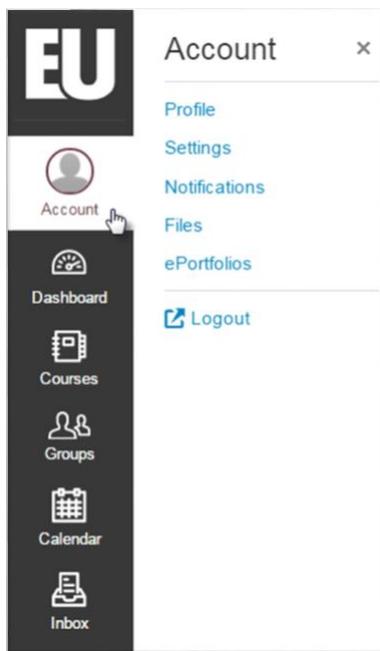
The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



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 Preferences](#).

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.

Support



Course Commons Student Orientation

This course provides on-demand video tutorials for using Course Commons.

The Center for Student Success

Your success is our goal! This course contains resources for career planning, student employment, tutoring and academic support.

The Write Place

Find resources and connect with tutors to help you hone your writing skills.

Ask Your Instructor a Question

Questions are submitted to your instructor

Search the Canvas Guides

Find answers to common questions

Report a Problem

If Canvas misbehaves, tell us about it