I. COURSE DESCRIPTION:

This course will examine the biblical, historical, theological and practical foundations for church renewal. It will also enable students to think creatively about the decline of the church in the modern West and about the recent explosive growth of the church in the Southern hemisphere.

II. TEXTBOOKS:

**Required Reading:**
- Minding the Good Ground. Jason Vickers. #978-160258-360-3
- An Introduction to Pentecostalism: Global Charismatic Christianity. Allan Anderson. #978-052-1532808 Cambridge 2004
- Signs of the Spirit. Howard Snyder. # 978-1579100308
- Global Awakening. Mark Shaw. #978-0830838776

**RECOMMENDED READING:**
- The New Faces of Christianity. Philip Jenkins. #978-0-19-530065-9

III. GOALS (Learning Outcome):

1. This is a required core course that fulfills the Church Renewal area of concentration. The course introduces students to the study of theory and practice in Church Renewal. It is designed to provide a foundation for how and why God has renewed the Church for the work of the mission. We will study the biblical, theological, historical, and practical foundations for renewal in the Church, so that students’ work exhibits an appropriation and understanding of the Church and its mission as it relates to renewal. We will also look at applying some of these foundations to vital practices for Church renewal, such as prayer, discipleship and contextual ministry.

IV. SPECIFIC OBJECTIVES:
In order to demonstrate an **appropriation of the Church and its missions as it relates to renewal**, students will be expected to express and explain the following:

- An understanding of major theological and sociological theories and models of renewal that serve as frameworks for interpreting Church renewal.
- A cursory knowledge of the major renewal movements, key persons and ideas in the history of the Christian church and an in-depth knowledge of one major renewal movement.
- An ability to construct and explain a basic Trinitarian theology of renewal that is scripturally and theologically sound and an intentional practical theology of the Spirit that can be implemented in the local church in areas such as prayer, discipleship, and contextual ministry.

**V. TEACHING STRATEGIES:**

The class will be taught through a combination of strategies, including lecture, PowerPoint, film, question and answer, class and smaller group discussion within a larger class, prayer and discernment in prayer.

**VI. CALENDAR OF TOPICS AND READINGS:**

- **Sep. 25 & Oct 2 - SOCIO-CULTURAL AND THEOLOGICAL FOUNDATIONS FOR CHURCH RENEWAL**
  - Lectures: *The Study of Renewal*. Learning Outcome: To understand how and why we study renewal
  - Sociocultural Theories of Religion Outcome: To observe a variety of sociocultural frameworks for understanding religion.
  - Sociocultural Theories of Renewal. Outcome: To examine, appreciate, and accept the value of socio-cultural frameworks for religions as well as critique them.
  - Theological Definitions of Renewal. Outcomes: to survey some current definitions and distinctions between revival, renewal, and revitalization.

- **Oct 9 & 16 - THEOLOGICAL AND BIBLICAL FOUNDATIONS FOR CHURCH RENEWAL**
  - Snyder text- Report #2 due Oct 16
  - Trinitarian Theology of Renewal and Mission. Outcomes: To be able to compare theological starting points: Trinity and other categories. To analyze, identify, construct and explain a Trinitarian theology of renewal.
  - Scripture, Missional Hermeneutics and Theosis. Outcome: To consider the rationale for a missional hermeneutic and a trajectory of renewal in Scripture.

- **Oct 23 & 30 - HISTORICAL FOUNDATIONS FOR CHURCH RENEWAL**
  - Paper #1 - Theological and Sociological Models paper due Oct 23 (see section IX below)
  - Anderson Text – Report #3 due Oct 23
• Shaw Text – Report # 4 due Oct 30
  Cursory History of Renewal. Outcome: To identify, analyze, explain and be
  inspired by key renewal movements in history, including key persons and
  ideas.

  PENTECOSTAL & CHARISMATIC RENEWAL MOVEMENTS
• Pentecostal and Charismatic Renewals. Outcome: To be able to
  construct an identifiable theology of the Spirit for your local church; to be
  exposed to a charismatic worldview and sense the need for a more
  practical spiritual theology.

Nov 6 & 13 - CURRENT CHURCH RENEWAL IN GLOBAL SOUTH
• The Global South Shift. Outcomes: To identify global south movements,
  why they have been successful, and what can we apply in the West.
• GLOBAL SOUTH SHIFT cont.
• Paper #2 - Trinitarian Theology of Renewal paper due (see section IX) –
  Nov 6

CULTURE, WORLDVIEW, AND CRITICAL CONTEXTUALIZATION
• Reading on Bellini Text due Nov 13
• Worldview and Renewal Practices, including Prayer, Discipleship and
  Contextual Ministry. Outcome: To be able to define and identify
  worldview within a specific culture and the implications of critical
  contextualization to the ministering of the Gospel.
• Final Paper topics to be chosen and approved by Professor

Nov 20 & Dec 4 - ELEMENTS & PRACTICES OF RENEWAL THEOLOGY
• Key Renewal Practices: Strategic Prayer, Discipleship, and Contextual
  Ministry. Outcome: to be exposed to a variety of models of prayer,
  discipleship, and contextual ministry and to be inspired to apply
  transferrable principles.
• Key Renewal Practices: Self-Care and Personal Renewal, Strategic Prayer,
  Discipleship, and Contextual Ministry. Outcome: to be exposed to a
  variety of models of prayer, discipleship, and contextual ministry and to
  be inspired to apply transferrable principles.
• Holy Spirit Seminar attendance Dec 4-5 or Hull Text – Report #5 due Nov 20

Dec 11 - WESTERN POSTMODERNISM & RENEWAL
• Postmodernism, Epistemology, and Renewal. Outcome: To become
  acquainted with a postmodern sensibility and begin to develop strategies
  to reach postmodern persons.

THE MISSIONAL CHURCH
• The Nature and Practices of the Missional Church. Outcome: To survey
  and identify a variety of models within the missional church and be
  inspired to apply any transferable principles.
• Final Paper Due – Dec 18

Dec 18

EXAMPLES OF RENEWAL MOVEMENTS

VII: SEMINARY STANDARDS:
A. Inclusive language
United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.

B. Academic Integrity
Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.

C. Online Confidentiality
One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.

VIII: USING ONLINE RESOURCES:
For information about how to access UnitedOnline and where to find help if you need it may be found on the seminary website at http://www.united.edu. Help guides are also in the student computer lab and in the Student Handbook.

IX. EVALUATION:
A. Assignments – Will consist of reading the required texts, class participation and discussion, five reading reports, 3 small papers, and a final paper.
1. Attendance and Participation – Attendance is mandatory. Absences will be counted against your grade. After 2 absences you will be warned that a third absence will result in not passing the class. There are to be no absences except in case of a real emergency that is to be determined by the professor. If you think you have one of these emergencies please notify the professor by phone or email as soon as possible. Quality participation is to be expected of every student in every class. Students are expected to interact with the lecture material, texts, professor, and students through participation, discussion, critical analysis, sharing of experience, and prayer.
2. Reading Reports (20%) – See Reading Report form on Virtual United.
3. Theological and Sociological Models/Theories paper (20% of grade) – This is a 2-3 pp. that lists and defines at least six theological theories or models of renewal and at least four socio-cultural theories or models of renewal as
given in the lectures and texts. This purpose of this paper is to evaluate your knowledge of renewal frameworks.

4. **Trinitarian Theology of Renewal paper & rubric (20% of grade)** – The paper is to be 6-8 pp. typed, double spaced, and 12 point Times New Romans. The paper will have **two sections each at least 3 pp:**
   a. Identify and explain a Trinitarian Theology of Renewal as constructed in the Nicene Creed, drawn from Johannine writings, and lectured in class, that includes an understanding of the Missio Trinitatis, the Father of origin, the eternal generation of the Son, and the eternal procession of the Spirit, Trinitarian perichoretic interaction, the relation of the immanent and economic Trinity, the relation of the processio to the missio, and the mission of the Word and the Spirit of Life.
   b. Identify, explain and implement an intentional and practical theology of the Holy Spirit from the foundation of the Missio Trinitatis for your local church and using a renewal theory from class lecture as a framework. This theology of the Spirit should be drawn from class lecture and text and is to be implemented into the full life of your church in terms of its liturgy, sermons, programs, mission, education, discipleship structures, and finances. Describe how an intentional theology of the Spirit can be incorporated into these 8 areas.

5. **Final Paper & Rubric (40%)** – (see online for Bellini’s Grading Rubric) Will be to select a renewal movement of your choice and research its **history, theology, practices, mission, impact on the church and world, and an application for your local church.** There should be at least **six sections** in the paper expounding on each of these areas. The paper should be 14-16 pp., double-spaced, and 12pt TN Roman. Include a bibliography (any style) that will not count for the 14-16pp. The following renewal movements would be acceptable for the paper: Montanism, Monasticism (any order), the Reformation, the Anabaptists, the Jesuits, the Puritans, the Pietists, the Moravians, First Great Awakening, the early Methodists, Second Great Awakening, the Holiness movement, the 19th century Healing movement, the Student Missionary movement, the Azusa St Revival, the Pentecostal-Charismatic movement, the Third Wave movement, the Convergence movement, the Prophetic-Apostolic movement, New Monasticism, the Emerging church, the Missional Church. If you would like to do a movement that is not listed, please check it with me.
   - **History Section** – 2 or more pp. covering the history of the movement, including key persons, dates, events, and ideas.
   - **Theology Section** – 2 or more pp. covering the theology of the movement, including scripture and theological interaction
• **Practices Section** – 2 or more pp. covering the spiritual practices of the movement (usually within the church as opposed to mission outside of the church)

• **Mission Section** – 2 or more pp. covering the mission(s) of the movement

• **Impact on Church and World Section** – 2 or more pp. covering the movement’s impact and influence on other renewal movements and in the world

• **Application for your Local Church Section** - 2 or more pp. of application of what you have learned that can be applied to your local ministry setting.

It is ESSENTIAL that you apply class learning to this paper. This paper is an attempt to show how you have appropriated and can apply historical, theological, biblical, and practical foundations to interpreting a major renewal movement. Thus, in this paper you must identify your framework(s) by stating clearly in the introductory paragraph:

- The theological and/or sociological framework(s) you are employing to interpret the renewal movement

6. **United Online** information will need to go here if you use it for participation, online exams or the like. Be as specific as possible. For example, clarify how many posts a student should have per week, what critical and substantive participation means, and discussion forum etiquette.

**B. Method of Determining Grade:**

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<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tr>
<td>Reading Reports</td>
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<tr>
<td>Trinitarian Theology Paper</td>
<td>20%</td>
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<tr>
<td>Theological &amp; Sociological Models Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
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A GRADING RUBRIC FOR ACADEMIC PAPERS –

Writing an academic paper at the Graduate and Post-Graduate level should be free from spelling mistakes, grammatical or mechanical errors, plagiarized ideas, or un-cited references. Use your computer’s tools to check these items. There is no excuse. Your sentences need to be properly constructed, and coherent. Avoid typos, misspellings and incorrect grammar. It has to meet the prescribed page limits. Your sources should be cited properly with the use of footnotes. Guidelines prescribed in the UTS Student Handbook must be observed. See http://www.united.edu/Student-Handbook/S-Handbook/menu-id-207.html. See also Nancy Vyheimester’s Quality Research Papers: For Students of Religion and Theology (Zondervan, 2008) for useful guides in writing the paper.

Get good grammar and writer’s handbooks to brush up on your skills if you are uncertain as to what constitutes correct, quality, cogent writing and proper grammar. Also, edit each completed paper at least three times.

A basic paper should include an introductory paragraph with a thesis statement that drives the entire paper and at least three to five points that substantiate your thesis. The body of the paper should consist of paragraphs that develop at least three to five points that substantiate your thesis. Every paper should have a conclusion that summarizes the paper’s finding but offers no new insights. Below is a grading rubric and description of what A, B, and C papers should look like:

A 4.0  
95-100 Excellent /Outstanding
A- 3.67  
90-94
B+ 3.33  
87-89 Above Average/Very Good
B 3.0  
84-86
B- 2.67  
80-83
C+ 2.33  
78-79 Average/Acceptable/Passing
C 2.0  
70-77
F - 0.0

GRADING: evaluates 5 areas: Syllabus (20%), Scholarship (20%), Writing (20%), Research (20%), Application (20%)
points that substantiate your thesis. The body of the paper should consist of paragraphs that develop at least three to five points that substantiate your thesis. Every paper should have a conclusion that summarizes the paper’s finding but offers no new insights. Below is a grading rubric and description of what A, B, and C papers should look like:

A = EXCELLENT/OUTSTANDING  
B = ABOVE AVERAGE/GOOD WORK  
C = AVERAGE/ACCEPTABLE  

A – An “A” should meet the following standards:
1. Excellent analytic, grammatical and logical mechanics and style  
2. Outstanding scholarly rigor and grasp of the material  
3. A high level of originality in terms of presenting new ideas  
4. An excellent detailed and quality interaction with the material and sources  
5. Far exceeds all the basic requirements as assigned by the Professor

B – A “B” should meet the following standards:
1. Above average analytic, grammatical and logical mechanics and style  
2. Good scholarly rigor and grasp of the material  
3. An above average level of originality in terms of presenting new ideas  
4. A good detailed interaction with the material and sources  
5. Exceeds all the basic requirements as assigned by the Professor

C – A “C” should meet the following standards:
1. Mechanics and style are acceptable  
2. Scholarship and grasp of the material is sufficient  
3. Average level of originality  
4. Sufficient interaction with the material and sources  
5. Basic requirements as assigned by the Professor were met

X. STUDENT COURSE EVALUATIONS:
It is very important for students to submit a course evaluation toward the end of the semester. Instructors do not see the student evaluations at all until after the instructors have submitted the students’ final official grades. Students should feel free to evaluate the course without any negative ramifications.

XI. REFERENCES:

Abraham, William J.  

Anderson, Allan
<table>
<thead>
<tr>
<th>Year</th>
<th>Author(s)</th>
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Kavanaugh, John F.  

Latourette, Kenneth Scott  

Lederle, H.I.  

Karkkainen, Veli-Matti ed.  

Kraft, Charles H.  

Lord, Andrew  

McClaren, Brian  

Mc Clung, Floyd ed.  

McGavran, Donald A.  

Niebuhr, H. Richard  

Oden, Thomas  

Orr, J. Edwin  

Otis, George, Jr.  

Pals, Daniel, L.  
1996  Seven Theories of Religion. NY: Oxford University Press.
Parratt, John

Peters, John L.

Riss, Richard M.

Samuel, Vinay & Chris Sudgen

Sanneh, Lamin

Shaw, Mark

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Snyder, Howard,
1996 Radical Renewal. Houston, TX: Touch Publications.

Synan, Vinson

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Troeltsch, Ernst

Wallace, Anthony F.C.
2003 Revitalizations & Mazeways. Lincoln, NE: University of Nebraska Press.

Walls, Andrew F.

Yong, Amos
The Spirit Poured Out on All Flesh