

Syllabus for
HIS 351—Evangelical and Charismatic Christianity in America
3 Credit Hours
Spring 2015

I. COURSE DESCRIPTION

Explores the roots of evangelical, Pentecostal, and charismatic Christianity in America and traces the development of these movements up to the present. Emphasizes the Wesleyan revivals, the late nineteenth-century holiness and Pentecostal movements in the American South, and the twentieth-century emergence of fundamentalism, neoevangelicalism, the religious right, and the charismatic movement.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Understand the extensive role played by evangelicalism and the Pentecostal and charismatic movements in shaping American Christianity and society.
- B. Acquire a better understanding of American and world religious developments and be able to place related contemporary issues of religion and society in historical context.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate a knowledge and understanding of the major evangelical, Pentecostal, and charismatic developments of the period and their relationship to wider developments in American society.
- B. Demonstrate a knowledge and understanding of the religious diversity associated with evangelical and charismatic Christianity.
- C. Through written assignments, display an understanding of the basic characteristics of course content.
- D. Through written assignments and lectures, gain an understanding of and appreciation for the importance of debate in history as well as an appreciation for the complexity and diversity of the past.
- E. Demonstrate an ability to gather both traditional and electronic sources and evaluate all source material critically.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - Noll, Mark A. *A History of Christianity in the United States and Canada*. Grand Rapids, MI: Eerdmans, 1992 ISBN-9780802806512

Pranger, Gary K. *Parousia*. Enumclaw, WA: Pleasant Word/Winepress, 2003.
ISBN-9781414100418

Stephens, Randall J. *The Fire Spreads: Holiness and Pentecostalism in the American South*. Boston: Harvard University Press, 2008.
ISBN-9780674046856

2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should

consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.

- a. submitting an artifact is a zero for that assignment.
- b. by submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the department office. Very few incompletes are granted.
3. Late Work:
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late incurs a \$15 late fee. These responsibilities assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
4. Attendance:
 - a. Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergencies. The student may consider this sick leave. If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
 - b. Only absences that are required by approved University activities are given administrative excuses. Students who miss class for University-sponsored activities must follow these procedures:

- (1) Inform the professor before the event and make arrangements for the work to be submitted prior to the absence or a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when returning to class. Doctors' or nurses' notes or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Do not commit to class presentations (oral reports, speeches, group presentations, etc.) on a date that class will be missed. Makeup work is not permitted if students are voluntarily committed to a performance on the date of an administratively excused absence.
5. Students should not expect extra credit to help raise their grade.
6. Students attending Oral Roberts University are required to do their own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.
7. Whole Person Assessment:
 - a. To be in compliance, the student must correctly submit the artifact electronically for assessment. Noncompliance means that the student has either not submitted or incorrectly submitted the artifact electronically. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's email.
 - b. WPA requirements for this class are listed in the *General Education Whole Person Assessment Handbook*.

C. Course Policies and Procedures

1. Evaluation Procedures

Book report	100 points
Reading assignments and discussion	100 points
Midterm Exam	100 points
Final Exam	100 points

Grading scale:

A=90%

B=80%

C=70%

D=60%

F=59% and below
2. Whole Person Assessment Requirements

None

Students participating in the system may upload their written assignments as evidence of mastery of course content.

3. Other Policies and/or Procedures
 - a. Students are responsible for reading required textbooks according to assignment sequence.
 - b. Students are evaluated for their knowledge of course content and writing skills.

VI. COURSE CALENDAR

- Week 1 Introduction, Christian Europe vs Primitive North America
- Week 2 Religion in the Colonies: Anglicans, Puritans, Pietists
- Week 3 The Great Awakening: Jonathan Edwards, George Whitefield, and John Wesley
- Week 4 The Founding Fathers, Religion and the Revolution
- Week 5 The Second Great Awakening: Cane Ridge, Charles G. Finney
- Week 6 American Religions: Joseph Smith, Mother Ann Lee, William Miller
- Week 7 Immigration in the 19th Century, Early Catholicism & Nativism
- Week 8 Christianity, Slavery, the Emergence of the Black Churches
- Week 9 Christianity, the Civil War, and Abraham Lincoln
- Week 10 Theology, Evangelicalism, Christian Education in the 19th Century & Philip Schaff
- Week 11 New Departures: Holiness, Liberalism, Fundamentalism, Pentecostalism
- Week 12 WW 1 The Scopes Trial and Paradigm Shift, Healing & Pentecostalism
- Week 13 The Charismatic Movement, Dispensationalism, BHS, Revival 1970's on
- Week 14 – The Great Commission being fulfilled – a Charismatics around the World

Course Inventory for ORU's Student Learning Outcomes
HIS 351—Evangelical and Charismatic Christianity in America
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability	X			
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity	X			