Course Description: Readings in Revivals and Awakenings in Global Christianity is designed to provide the student with a grasp of how the four Great Awakenings of the last 300 years have shaped American and global Christianity from 1720 to the present. This course is designed to help students interact with movements of renewal that have impacted Christianity over the past 300 years, as well as explore aspects of those movements at a deeper level through their reading and research.

Semester beginning and ending dates: Spring 2016 semester begins on Tuesday, January 19, 2016 and ends on Saturday, May 7. May 7 is your final due date for all Spring 2016 course work including work for this class. Let me encourage you to begin your course reading on or before January 19.

Class Meetings: This is a readings course that will meet three times. Each class meeting will be for two hours from 5:00 to 7:00 p.m. on the following three Saturday evenings: February 6, March 5, and April 9.

Textbooks:


Course Requirements: Students who are taking the course for credit are required to attend the three two-hour class sessions, to write two brief research papers, and to complete at least 2,500 pages of reading related to Revivals and Awakenings. (A reading report will be due on the last day that coursework may be submitted for the Spring semester on May 7, 2016.) Students should consult the course bibliography in this syllabus regarding reading choices. In addition, it will be expected that students will focus their reading on their research for their papers. There will be no examinations.

For your course reading, 1,260 pages will be from your required textbooks, 440 pages from other readings listed in the course bibliography, and your final 800 pages from
works you will read as part of the research for your two course papers. Please note the annotated bibliography assignment described later in the course syllabus.

**Research Papers:** Each student will be asked to write two research papers for the course. Research papers should be prepared according to the standards found in the eighth edition of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations.* (Chicago: University of Chicago Press, 2013). Each student should own a copy of *Turabian* for consultation as you prepare your research paper.

1. The first paper **(due by second class meeting on March 5)**. should focus on one significant leader in a revival or awakening movement. Research should include the reading of at least one major biography of the person and at least one major piece of writing by that person. The paper should consist of a seven-page biographical sketch of the person you have studied, a two-to-three page summary of specific ways (both positive and negative) in which your individual's life and work might be of help to you in your future ministry, and a bibliography listing the research materials you have read and cited as part of your research. Suggestions for biographical papers include but are not limited to Jonathan Edwards, George Whitefield, Charles Finney, Richard Allen, William Miller, Phoebe Palmer, Carl F. H. Henry, Henrietta Mears, Dwight L. Moody, Timothy Dwight, Isaac Backus, and William Seymour. (40 percent of your course grade.)

**Biographical topic: At our first class meeting** on February 6, 2016, the instructor will ask you to identify the individual on whom you choose to write. Students should select an individual for whom there is ample access to primary source material and secondary literature. With the instructor’s approval, you are free to choose any individual related to a major revival within evangelical Christianity over the past 300 years. If you wish to write about someone from your Christian or denominational tradition, you are welcome to do that with approval from your instructor.

2. The second paper **(due with your reading report on the last day that work can be submitted for the Spring semester, May 7, 2016)** should describe one major revival or explore one significant theme in the history of revivals. Length of your paper should be 15-20 pages and research should include the use of both primary and secondary materials. The paper should consist of a description and analysis of the particular revival or theme you have selected and a summary of its implications for ministry in contemporary life. Include a bibliography of resources that you have consulted and cited as part of your research and writing. Suggestions for your research paper include but are not limited to: The Asbury Revival of 1970-71; the Korean Revival of 1907-08, the Prayer Revival of 1857; the social and cultural implications of the First Great Awakening; George Whitefield’s preaching weekend in Northampton, MA and his visits with Jonathan Edwards; and the Yale University revival led by Timothy Dwight. (40 percent of your course grade.)

**Research Paper Topic:** At the second class meeting on March 5, 2016, students should bring a one-paragraph description of their research topic. The instructor is available for consultation regarding research topics for both papers and will help provide guidance in terms of potential research topics and materials if needed.
3. Reading annotated bibliography: On the final coursework due date for the Spring semester, May 7, 2016, each student will submit an annotated reading list of all course readings (including the assigned textbook). Each annotation should include a bibliographic entry formatted according to proper Chicago/Turabian format and a four-to-five sentence entry describing the significance of the work. With each bibliographic entry, please include the number of pages that you have read. (20 percent of your course grade.)

Personal consultations: The instructor will normally be available both before and after each class session and in his office on Monday, Tuesday, and Friday afternoons of each week. He can be reached by Email at bmayer@gcts.edu, or by phone at (704)940-5821. Please allow 24 to 48 hours for the instructor to respond to you.

Content of class meetings:

At the first class meeting, we will look at the Mark Noll volume and how the First Great Awakening has shaped American evangelicalism. At that meeting, you will be asked to identify the major revival leader you wish to write about for your first paper. That paper will be due at our second class meeting on March 5.

At our second class meeting, you will also be asked to prepare and submit a one-paragraph statement of the topic for your second research paper due on Saturday, May 7 at the end of the semester. You will describe your research topic to the class at our second class meeting. During that meeting, we will also look at the 19th century revivals and discuss the work of Timothy Smith in his book assigned to you.

At our third class meeting on April 9, we will engage in a discussion of the implications of revival for global Christianity in the 21st century. By this evening, you should have completed your reading in Lovelace and Shaw as they will form the backdrop for our discussion. I will also ask you to identify readings that you have found especially helpful in thinking about the implications of revival and awakening for congregational life.

Academic Standards

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.
ADA Policy

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy

Arrangements for submission of late work at a date on or before the “on or before the last day to submit work for the semester” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the official end date for the semester must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration office after the last day to submit work after the official end of the semester. Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades

Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.
Research in Christian History:

Christian history is a sub-discipline located within the overall context of historical studies and as such, it uses the research and writing conventions of the academic discipline of history. For presentation of your research papers, you are expected to prepare them according to the standards articulated in:


Please use the **eighth edition of Turabian** as it includes the most up-to-date citation formats for electronic and internet resources.

Two guides for research and writing are helpful tools for **understanding use of sources and methods**:


For a **guide to historical method** from a Christian viewpoint, see:


See also:


**Encyclopedia of Religious Revivals in America:**

For this course, you want to become familiar with the most important reference work relating to revivals and awakenings especially in Canada and the United States:


Please make use of this important work for help in determining your research subjects and for additional required course reading.
Recommended reference works:

These works will help you with initial research and can be especially helpful in locating initial bibliography for your research subjects.


Collections of Documents:

Primary source documents that include many of the most important materials related to Christianity in America.


**Textbooks in American Religious History:**


**The Puritans**


### The First Great Awakening


Robert G. Tuttle, Jr. John Wesley: His Life and Theology (Grand Rapids, MI: Zondervan, 1978).


The Great Awakening and the American Revolution


The Second Great Awakening and the Democratization of American Christianity


Rosell, Garth M. *Boston’s Historic Park Street Church: The Story of an Evangelical Landmark* (Grand Rapids, MI: Kregel, 2009).

The Second Great Awakening: Slavery, Segregation, and Evangelical efforts toward Reform


### The Third Great Awakening and the Civil War Era


Bertram Wyatt-Brown, *Lewis Tappan and the Evangelical War Against Slavery* (Cleveland: Case Western Reserve University, 1969).


**The 20th Century and Evangelical Awakenings**


Dan D. Crawford, *A Thirst for Souls: The Life of the Evangelist Percy B. Crawford* (Selinsgrove: Susquehanna University Press, 2010);

George M. Marsden, *Reforming Fundamentalism: Fuller Seminary and the New Evangelicalism* (Grand Rapids, MI: Eerdmans, 1987);

Virtual Writing Center

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.