THEO 3251– Ecumenics

**Post-denominational Movements: Ecumenism, Evangelicalism, Pentecostalism
2024/25 – Term 2**

COURSE OUTLINE

Course instructor	Tobias Brandner Tel 39431368 / 9684 5896 e-mail tobiasbran@gmail.com

Time   Wed 14:30 – 17:15
Location   TBC

A.   Course description

The course is a special course
   i.   on the theology and the church of the 20th century,
   ii.   focusing on the transformation of the historical theological and denominational traditions and
   iii. on developments of the church in a postmodern context.

The goal of the course is
   i.   to better understand the present landscape of differences among Christians;
   ii.   to understand their impact on individual faith life;
   iii. to understand how these theological, ecclesial, and spiritual movements affect broader society; and
   iv.   to understand the various Christian attempts to connect beyond differences.

It is a course about churches, church life and the churches' interaction with the social context. It is a course at the intersection of historical studies, theology, church studies, global Christianity studies, and political theology.

The course takes its starting point from the basic assumption that nowadays traditional *denominational* differences play less a role than in the past, and much less so in areas where Christian faith is relatively young. Instead, differences go *across the historical denominational differences*. They can be described as *post-* or *trans-denominational movements*. The most important such movements are the ecumenical, the evangelical, and the pentecostal-charismatic movements. The course will analyze and assess these movements and related ones like independentism, fundamentalism, and others.

The course thus uses a *broad understanding of 'ecumenism'* that includes various trans-denominational movements each as ecumenical in its own way and each forced to set boundaries to its inclusiveness. The traditional ecumenical movement has all along

emphasized that the search for unity of the churches goes together with the search for the unity of humankind ('secular ecumenism') and with the renewal and transformation of Christianity. The course understands the various trans-denominational movements, most particularly Pentecostal Christianity, as concerned with the renewal of Christianity. Furthermore, by covering the ecumenical, the evangelical, and the Pentecostal-charismatic movement as part of a course on ecumenics, the course practices ecumenism, as it tries to lead students to a better understanding of these Christian movements.

Themes that will be discussed include the following:
- How did the post-denominational movements **historically** develop? What are their origins?
- In what sense are these movements **ecumenical**?
- What are some of the **theological** principles of the different post-denominational movements? What are their **ecclesiological** visions?
- What are their **social backgrounds** and how do they affect **social transformation processes**?
- What are their individual effects and how much do they lead to individual **empowerment or to dependence**?
- What are their explicit and implicit political and ethical visions and impacts?
- How do these movements relate to contextualization processes? How far are they a genuine form of contextualized Christian faith and how much part of global movements?
- How far do they represent different religious approaches to modernity? How do they relate to modern life in urban and in rural contexts?

B.   Learning resources and handbooks
- Anderson, Allan. *An Introduction to Pentecostalism. Global Charismatic Christianity*, Cambridge University Press 2004.
- Anderson, Allan, and Edmond Tang. *Asian and Pentecostal: The Charismatic Face of Christianity in Asia*. Oxford: Regnum & Baguio City, 2005.
- Austin, Denise A., Jacqueline Grey, and Paul W. Lewis (eds.). *Asia Pacific Pentecostalism. Global Pentecostal and Charismatic Studies Volume 31.* Leiden, Boston: Brill, 2019.
- Bebbington, David W. *Evangelicalism in Modern Britain: A History from the 1730s to the 1980s*. London and New York: Routledge, 2005 [1989].
- Brandner, Tobias. *Christians in the City of Hong Kong. Chinese Christianity in Asia's World City*. London: Bloomsbury 2023.
- Cox, Harvey. *Fire from Heaven. The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-First Century*, Perseus Books 1995.
- Dayton, Donald W. *Theological Roots of Pentecostalism.* With a Foreword by Martin E Marty, Metuchen, N.J. Scarecrow Press, 1987.
- Evans, Gillian Rosemary. *Method in Ecumenical Theology. The Lessons So Far.* New York: Cambridge University Press, 1996
- Fitzgerald, Thomas E. *The Ecumenical Movement: An Introductory History*. Westport, Connecticut: Praeger Conn., 2004.

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- Gros, Jeffrey, Eamon McManus, Ann Riggs. *Introduction to Ecumenism.* Paulist Press, New York/Mahwah, N.J. 1998.
- Hollenweger, Walter J. *Pentecostalism. Origins and Developments Worldwide.* Massachusetts: Peabody 1997.
- Jenkins, Philip. *The Next Christendom. The Coming of Global Christianity.* Oxford University Press, 2002.
- Kinnamon, Michael. *Truth and Community: Diversity and its Limits in the Ecumenical Movement*. Grand Rapids, Michigan: W.B. Eerdmans Pub. Co; Geneva: WCC Publications, 1988.
- Kinnamon, Michael and Brian E. Cope. *The Ecumenical Movement. An Anthology of Key Texts and Voices*, Grand Rapids, Michigan: W.B. Eerdmans Pub. Co; Geneva: WCC Publications, 1997
- Koshy, Ninan. A History of the Ecumenical Movement in Asia. Volume I and II. Hong Kong: WSCF Asia-Pacific Region, Asia and Pacific Alliance of YMCA's and Christian Conference of Asia, 2004.
- Land, Steven J. *Pentecostal Spirituality: A Passion for the Kingdom.* Sheffield, England: Sheffield Academic Press, 1993.
- Marsden, G. M. *Understanding Fundamentalism and Evangelicalism*, William B. Eerdmans Publishing Company, Grand Rapids, Michigan, 1991 (208pp.)
- McAfee Brown, Robert. *The Ecumenical Revolution. An Interpretation of the Catholic-Protestant Dialogue.* London: Burns and Oates, 1967.
- McGrath, Alister. *Evangelicalism and the Future of Christianity*, Downers Grove, Ill. InterVarsity Press, 1995.
- Olson, Roger E. *The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity*. Downers Grove, IL: InterVarsity Press, 2016 (second edition).
- Raiser, Konrad. *Ecumenism in Transition. A Paradigm Shift in the Ecumenical Movement?* Geneva: World Council of Churches, 1991
- Sandeen, Ernest R. *The Roots of Fundamentalism. British and American Millenarianism 1800-1930*. Chicago: The University of Chicago Press, 1970.
- Stanley, Brian. *The Global Diffusion of Evangelicalism. The Age of Billy Graham and John Stott.* Downers Grove, IL: InterVarsity Press, 2013.
- Synan, Vinson. *The Holiness-Pentecostal Tradition: Charismatic Movements in the Twentieth Century*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1971 (2nd and revised edition 1997).
- Tidball, Derek. *Who are the Evangelicals? – Tracing the Roots of Today's Movements*, Marshall Pickering, Harper Collings Publishers Ltd., London 1994.
- Vondey, Wolfgang. *Beyond Pentecostalism. The Crisis of Global Christianity and the Renewal of the Theological Agenda.* Grand Rapids, MI: William B. Eerdmans, 2010.

C. Learning activities

The course is taught in seminar style. The tutorial (around one hour) is dedicated to discussion of assignments read in advance or other learning activities. The remaining two hours are more teacher-led and consist of lecturing, but there shall at any time be opportunity for class discussion. Handouts will be distributed and cover the discussed topics.

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D. Course requirements and assessment scheme
Besides regular attendance, the students are expected to read the weekly assignments.

The assessment scheme is a) 20 % oral participation; b) 20 % book review; c) 10% presentation towards the end of the term to the topic of the final paper; d) 50 % final paper.

a) Oral participation
The assessment of oral participation is based on the following:
- Preparation of reading assignments in preparation for the tutorial and the class discussion
- Regularity of attendance
- Balanced communicative behavior
- Quality of oral contributions
- Originality of thought

b) Book review
For the **book review**, the students shall choose one of the following books:
1) Anderson, Allan. *An Introduction to Pentecostalism. Global Charismatic Christianity*, Cambridge University Press 2004.
2) Dayton, Donald W. *Theological Roots of Pentecostalism.* With a Foreword by Martin E Marty, Metuchen, N.J. (Scarecrow Press) 1987.
3) Vondey, Wolfgang. *Beyond Pentecostalism. The Crisis of Global Christianity and the Renewal of the Theological Agenda.* Grand Rapids, MI: William B. Eerdmans, 2010.
4) Kinnamon, Michael. *Truth and Community: Diversity and its Limits in the Ecumenical Movement*. Grand Rapids, Michigan: W.B. Eerdmans Pub. Co; Geneva: WCC Publications, 1988
5) Sandeen, Ernest R. *The Roots of Fundamentalism. British and American Millenarianism 1800-1930*, The University of Chicago Press, 1970.
6) Stanley, Brian. *The Global Diffusion of Evangelicalism. The Age of Billy Graham and John Stott.* Downers Grove, IL: InterVarsity Press, 2013
- Max. 2000 words – deadline by 12 March 2025 (reading week)
- Only English is accepted
- Assessment Criteria:
  - Content: does the paper reflect a good reading and understanding of the texts?
  - Thought: Does the student critically engage with the thoughts expressed?
  - Form: does the form of the presentation enhance the understanding of the written essay? (Neatness of the paper, good structuring, concise writing, mastering of language and proper use of source material)
  - Creativity: Does the form of the presentation show creative dialogue with the theologian? (Additional resource material, creative presentation)

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The purpose of the book review is to gain a deeper understanding in one specific area.

c) Class presentation
The class presentation offers a short summary of findings (or expected findings) of the final paper.

d) Final paper
Write an essay about a topic related to the issues discussed during the course. You may choose freely, but you may discuss with the teacher whether a topic is appropriate.
Possible topics may be:
- Challenges to ecumenical relations in Hong Kong (or elsewhere)
- Limits to ecumenism?
- Roman Catholic ecumenism – how ecumenical is it?
- Pentecostal and ecumenical Christians – what divides them? What unites them?
- What does ecumenical theology mean for a local congregation in practice?
- Pentecostal theology as contextual theology?
- Evangelical theology as contextual theology in China?
- Fundamentalist Christianity in Hong Kong
- Your paper may also be a practical and congregational-level course / activity to bring ecumenism to the congregational level

Etc.
Any other topic that is related to the course is equally welcome.
Note the following **formal guidelines** for writing:
- **Length**:
  For THEO3251: 3,000 words
- **Due date**: 30 April 2025
- **Language:** Only English is accepted

Assessment Criteria:
- Content and thought:
  - Is the topic appropriately chosen and relevant?
  - Does the paper present the problem clearly and understandably?
  - Does the student include and discuss the most important approaches to an issue and does he / she critically engage with different views?
  - Does the student show creative ideas to understand a topic and suggest own views?
- Form:
  - Does the form of the presentation enhance the understanding of the written essay?
  - Is the paper written neatly and well structured?
  - Is the language clear?

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- Does the student properly use reference material? (See Chicago Manual of Styles)

All assignments (book review and final paper) must be submitted to the university's anti-plagiarism system.

Course assignments: please follow the following rules concerning submission:

1. Each student must upload an electronic file before Oct 31 or Dec 15, 11.55 pm, respectively, on the blackboard platform. Please note: **only standard word file** are welcomed, **no WinZip, no pdf** or other formats. Wrong file will be regarded as no submission.
2. Each student must also upload the same soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at the URL: https://veriguide2.cse.cuhk.edu.hk/cuhk/
3. The system will issue a receipt which also contains a declaration of honesty, which is the same as that in http://www.cuhk.edu.hk/policy/academichonesty/p10.htm. The declaration should be forwarded to the tutor (can be done electronically without signing). Do not send it to the lecturer.

A note on grading

The grading follows the general grading policy of the CUHK outlined below (in short form):

Grade A / Excellent: Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study.

Grade A- / Very Good: Generally outstanding performance on all or almost all learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B / Good: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level.

Grade C / Fair: Satisfactory performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

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Grade D / Pass:	Barely satisfactory performance on a number of learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.
Grade F / Failure:	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

A note on plagiarism

The University places great emphasis on students' academic honesty. A short video clip (in three different versions – Cantonese, Mandarin, and English) introduces you to the notions of plagiarism and academic honesty:
http://www.cuhk.edu.hk/clear/tnl/acad_honesty.html
Read also the following academic honesty website:
http://www.cuhk.edu.hk/policy/academichonesty/

A note on the use of AI

AI may only be used with explicit acknowledgement and proper citation. Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

  i.   An example of acknowledgement
       'I acknowledge the use of (name of AI tool – e.g. ChatGPT (https://chat.openai.com/) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.)
 ii.   An example of citation:
       OpenAI. (2023). ChatGPT (Mar 20 version). https://chat.openai.com/chat
       (Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)
iii.   An example of including texts generated by an AI tool in their work:
       "The following text was generated by an AI tool / language model (ChatGPT):"[Insert the text generated by ChatGPT here.]
 iv.   An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool:
       "[The prompt], as generated by an AI language model (ChatGPT):" [Insert the text generated by ChatGPT in response to the prompt.] Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations. Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

E. Course Schedule

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PART I **History of Ecumenism, Evangelicalism, and Pentecostalism**

Session 1 **8 Jan 2025**	**Course overview** **Introduction** - What is ecumenism? - Denominational traditions and trans-denominational movements
Session 2 **15 Jan 2025**	**History of ecumenism** - The 19th century roots - Early ecumenism - The high time of ecumenism 1948-1989 - A period of ecumenical stagnation 1989-2025 **Tutorial: Non-theological factors hindering church unity**
Session 3 **22 Jan 2025**	**History of ecumenism: From Edinburgh 1910 to the present** **Tutorial:** - **Contextual obstacles to ecumenism** - **The biblical and theological basis of ecumenism**
29 Jan 2025	**Chinese New Year**
Session 4 **5 Feb 2025**	**History of evangelicalism and fundamentalism** - The roots of evangelicalism in 19th century revivalism - Evangelicalism turning fundamentalist - The emergence of new evangelicalism - The global spread of evangelicalism **Case study of doctrinal convergence – The Porvoo Common Statement**
Session 5 **12 Feb**	**History of the Pentecostal-charismatic movement** - Its roots in the revivalist history - Pentecostalism of the early 20th century - Later waves of the Pentecostal-charismatic movement - The globalization of Pentecostalism **Tutorial: A study of the CWME's mission document Together towards life: Mission and evangelism in changing landscapes**

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Part II Theology of ecumenism, evangelicalism, and Pentecostalism

Session 6 19 Feb 2025	**Elements of a theology of ecumenism** - Models of church unity - Ecumenical thought forms - Secular ecumenism - Recent ecumenical-theological ideas and movements - Receptive ecumenism - Catholic ecumenical theology
Session 7 26 Feb 2025	**Elements of a theology of evangelicalism** - Biblical inerrancy - The theory of atonement - A passion for evangelism - Christian exclusivism
5 Mar 2025	**Reading week**
Session 8 12 Mar 2025	**Elements of a Pentecostal theology** Readings 1) Walter J. Hollenweger: Crucial Issues for Pentecostals, in: Anderson/Hollenweger, *Pentecostalism after a Century*, 176-196 2) Donald W. Dayton: *Theological Roots of Pentecostalism*, 15-33 3) Steven J. Land, *Pentecostal Spirituality. A Passion for the Kingdom*, Sheffield Academic Press 1993, 15-23

PART III   Special topics in Ecumenics

Session 9 19 Mar 2025	**Post-denominational movements and politics**: - Pre- and postmillennialism - Dominion theology
Session 10 26 Mar 2025	**Ambiguities in Pentecostalism** - Pentecostalism between emancipation and control - Pentecostalism as liberationist movement - Pentecostalism between grassroots movement and exploitation of the poor **Tutorial: Student presentations**

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Session 11 **2 Apr 2025**	**Pentecostalism, evangelicalism and ecumenism: Different forms of contextualization** **Tutorial: Student presentations**
Session 12 **9 Apr 2025**	**Global Christianity and postmodern society:** **Ecumenism, evangelicalism, and Pentecostalism in a changing ecclesial landscape** **Tutorial: Student presentations**
Session 13 **16 Apr 2025**	**Unfinished business** **Tutorial: Student presentations**

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