G310 Pentecostalism and the Church in Canada
3 credits. Prerequisites: G110 History of the Christian Era

Module A, Fall 2016
September 5-9, 2016
Mon-Fri, 9am-12pm & 1-4pm

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Course Description
This course provides an overview of the history of Pentecostalism, including the historical antecedents of Pentecostalism, the early growth of Pentecostalism in North America, and global developments in Pentecostalism. The course also situates Pentecostalism within the broader historical and sociological context of the Church in Canada.

Relationship to Horizon’s Mission and Competencies
As part of Horizon’s mission to prepare competent Christian leaders, this course provides students with historical knowledge and research skills that will help them grow in the following competency:
• Contextually Aware: Demonstrates a healthy view of self, a Christian view of the world, and practices appropriate ways to engage culture.

Essential Elements of Competency (EE)
Elements of being contextually aware that relate specifically to this course include a student’s ability to:
1) Identify and describe key events, movements, and people in the history of Christianity.
2) Interpret and evaluate current church issues with historical awareness.
3) Identify and explain denominational distinctives in theology and practice.

Course Learning Outcomes (LO)
By successfully completing this course, students will demonstrate the following criteria:

Knowing
1) Create and describe an historical timeline of the contemporary Pentecostal-charismatic movement. (see EE 1 & assignments 2 & 4)
2) Identify and describe key events, people, and issues in the history of Pentecostalism. (see EE 1& assignments 1, 2 & 4)
3) Describe Pentecostal identity globally and within the Canadian context. (see EE 3 & assignments 1 & 3)

Being
4) Explain the extent to which the student identifies with or has been influenced by Pentecostalism. (see EE 2 & assignment 3)
5) Describe how knowledge of the history of Pentecostalism is important for interpreting contemporary church issues. (see EE2 & assignment 4)

Doing

6) Analyze and interpret contemporary church issues with historical awareness. (see EE2 & assignments 4 & 5)

7) Conduct historical research using primary and secondary sources. (see EE2 & assignment 5)

Portfolio Components
This course supports the following portfolio component (see the Student Handbook for a further description):
- A copy of your Pentecostal Identity Paper (assignment 3) or Contemporary Church Issue Project (assignment 5).

Required Textbooks and Readings
*Selections from the following


*Pentecostalism and the Church in Canada Reading Pack* (available in a lesson on Populi).


*Students are responsible to purchase textbooks from a third party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks. See more information at* [http://www.horizon.edu/academics/textbooks/].

Course Activities and Assignments

<table>
<thead>
<tr>
<th>Learning Activity/Assignment*</th>
<th>Time (approx.)</th>
<th>Due Date</th>
<th>Related Learning Outcomes</th>
<th>Learning Activity or Assignment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Engagement</td>
<td>28 hours</td>
<td>Each class</td>
<td>all</td>
<td>Activity</td>
</tr>
<tr>
<td>1. Class Presentation</td>
<td>4 hours</td>
<td>module week</td>
<td>2, 3</td>
<td>Both</td>
</tr>
<tr>
<td>2. Historical Timelines</td>
<td>25 hours</td>
<td>Sept 16, Sept 23</td>
<td>1, 2</td>
<td>Activity</td>
</tr>
<tr>
<td>3. Pentecostal Identity Paper</td>
<td>6 hours</td>
<td>Sept 28</td>
<td>3, 4</td>
<td>Assignment</td>
</tr>
<tr>
<td>First submission</td>
<td>as necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second submission (if necessary)</td>
<td></td>
<td>Oct 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. PCC Test</td>
<td>12 hours</td>
<td>Oct 5</td>
<td>1, 2, 5, 6</td>
<td>Assignment</td>
</tr>
<tr>
<td>Complete Test</td>
<td>as necessary</td>
<td>Oct 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resubmissions (if necessary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Contemporary Church Issue Project</td>
<td>21 hours</td>
<td>Oct 12</td>
<td>6, 7</td>
<td>Assignment</td>
</tr>
<tr>
<td>First submission</td>
<td>as necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second submission (if necessary)</td>
<td></td>
<td>Oct 21</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>approx. 96 hours</td>
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</tbody>
</table>
* “Learning activities” are formative and integral for supporting your learning. For this course, they are assessed simply as complete or incomplete. You will need to demonstrate your familiarity with the material in the learning activities before you will be assessed in the assignments. Assignments, which may be resubmitted as necessary, become the final assessment of your competencies for this course and determine your course competency designations (i.e., grades).

- First submissions of assignments will not be accepted after October 14.
- No resubmission of assignments will be accepted after October 21.

1. Class Presentation (see LO 2, 3; EE 1, 3)  

* Due date varies

During a class session you will make a presentation on one of the following topics. The professor will assign reading material for each of the topics below.

Your presentation should:

1) Primarily report on what you have read.
2) Give some evaluation of the significance of the topic about which you are presenting.
3) Note how understanding your topic informs your understanding of Pentecostal identity.

For your presentation:

- Aim for 10-15 minutes in length
- Do not read your presentation. Rather, aim to present as though you are teaching the class.
- Include a maximum one-page, point form, single-spaced handout for everyone in the class. No PowerPoint please.
- Please note page numbers from the reading in brackets (no footnotes for this assignment).
- Include the bibliographic information for the source(s) you read on the back of your handout.

As I assess your presentation I will be looking to make sure that you understand the material, that you are able to pick out the important points, that you are able to give some evaluation of the significance of the discussion, that you address the question of pentecostal identity, and that you give us a good sense of the big picture, but supporting it adequately with details (without getting lost in the details). Also, be sure your handout is sufficient for students to remember your points without having to add material.

Students may e-mail the professor before the course begins to request to present on a specific topic, so that they can prepare in advance. The presentation topics might include:

- Global Pentecostalism: A Region outside North America (listed below):
  - Europe
  - Africa
  - Latin America and the Caribbean
  - Asia, Australia, and the Pacific
- The Hebden’s and the Hebden Mission: Canada’s First Family of Pentecost
- Aboriginal Pentecostalism in Canada
- Women in Canadian Pentecostalism
- Pentecostalism in Quebec
- PAOC Global Missions Work
- Pentecostal Denominations in North America
- The “Toronto Blessing”
A Issue/Debate in Early Pentecostalism (listed below):
- The Finished Work Controversy (concerning sanctification)
- Initial Evidence of the Baptism in the Holy Spirit
- Oneness Pentecostals and the Trinity
- The New Order of the Latter Rain
- Pentecostals and the Ecumenical Movement

2. Historical Timelines (see LO 1, 2; EE 1)
You will need to demonstrate your familiarity with the material covered in this learning activity before you will be assessed in the course assignments. As you complete the textbook readings, create an historical timeline (e.g., a chart or table) of key events and people that you read from the year 1880 and following. Your diagram will be based on your textbook reading (though you may include material from the course lessons if you wish). Therefore, on your timeline (not footnotes) you will indicate what page and source each point on your timeline is drawn from. For each point, you should include a date, descriptor, and brief explanation (e.g., 1906ff, William Seymour, leader of the Azusa St. Revival). With each timeline you will also include a statement indicating what percentage of the reading that you completed. This statement will not affect your competency assessment, but it is a means of keeping you accountable and assessing how well you prepared for your assignments. This statement must be included in order for you to be assessed. This learning activity will be assessed simply as complete or incomplete (see “Diagrams Evaluation” rubric (in the Populi lesson “PCC Assessment Rubrics”)).

- **Timeline 1: North American Pentecostalism** *Due Fri, Sept 16*
  For the first timeline (about 4-5 pages) you will read the following:
  a) Anderson, *An Introduction to Pentecostalism*, chs 1-3 + 8
  b) *NIDPCM* articles:
      - “Introduction”
      - “Azusa Street Revival”
      - “Classical Pentecostalism”
      - “Missions, Overseas (N. American Pentecostal)”

- **Timeline 2: Canadian Pentecostalism** *Due Fri, Sept 23*
  For the second timeline (about 3-4 pages) you will read the following:
  a) *NIDPCM* articles:
      - “Canada” (found in “Part I: Global Survey”)
      - “Latter Rain Movement”
      - “Pentecostal Assemblies of Canada”
      - “Pentecostal Assemblies of Newfoundland”

3. Pentecostal Identity Paper (see LO 3, 4; EE 2, 3) *Due Wed, Sept 28*
You will write a 1200 word paper (about 4 pages) describing Pentecostal identity.
**Part 1:** On the first 3 pages, answer the question: What does it mean to be Pentecostal *globally* and within the *Canadian* context? For this assignment you will engage both in-class material as well as all of the reading you have completed for previous assignments. Hence, I will expect you to cite your sources (via footnotes) as you interact with material from class and the textbooks (include at least 10 citations in your paper). As you answer the question, you should consider aspects such as:
• Pentecostal theology and key emphases
• Pentecostal practices
• how Pentecostal identity has changed over time, including signs of maturity within Pentecostalism, and good things from early Pentecostalism that were lost in later developments
• aspects distinct to Pentecostalism
• Pentecostal identity markers that might be shared with other non-Pentecostal groups.

Part 2: On the 4th page, respond to part 1 by explaining how you personally identify with or are influenced by Pentecostalism.

See the “Pentecostal Identity Evaluation” rubric (in the Populi lesson “PCC Assessment Rubrics”) for descriptors of how this assignment will be assessed. For your paper:
• Follow the general assignment guidelines below.
• A bibliography is not needed for this assignment (although you will cite your sources in footnotes).
• When citing essays, be sure to cite the author of the essay, not the editor of the book.

4. PCC Test (see LO 1, 2, 5, 6; EE 1, 2) * By Wed, Oct 5
Your test will take place on Populi. Please send me an e-mail at least one business day before you intend to take the test explaining what you did to prepare and, if I agree that you have sufficiently prepared, I will make the test available for you on Populi. Plan to finish your tests before 11:59pm on the due date. You will NOT be allowed to use any notes nor the textbook. The test may include multiple choice and mix/match questions, short answer questions, and essay questions. It will cover the historical roots of the Pentecostal movement, key people, events, issues, and debates in the history of Pentecostalism, as well as some reflective essays. More detail will be provided in the test study-guide, found in the “PCC Test” lesson on Populi. See the “PCC Test Evaluation” rubric (in the Populi lesson “PCC Assessment Rubrics”) for descriptors of how this assignment will be assessed.

5. Contemporary Church Issue Project (see LO 6, 7; EE 2) * Due Oct 12
Possible project topics will be listed on Populi, in the lesson “Contemporary Church Issue Project” (under the files section on the right). Your project will be assessed based on your demonstration that you have interpreted and analyzed a contemporary church issue with historical awareness. See the “CCI Project Evaluation” rubric (in the Populi lesson “PCC Assessment Rubrics”) for descriptors of how this assignment will be assessed. Regardless of which option you choose, I will expect you to use archival resources (i.e., primary sources), which are available in the library. Furthermore, your assignment should be the equivalent of a 7 page paper. There are many possibilities of how you will present your research, including:
1) Present your research to me in a one-on-one mock discussion regarding the topic (as though you were out for coffee with someone).
2) Create a documentary.
3) Write a blog entry regarding the topic.
4) Write a typical research paper regarding the topic.
5) Participation in the PAOC Archives Oral History Project.
6) I would be happy to discuss other options with you.
Options 1 & 2:
- Keep a record of the amount of time you spent on your project and submit this with the project. I expect the equivalent of a paper; hence, about 21hrs +.
- Submit point-form notes from your research and note your sources.
- Use a minimum of 7 \textit{scholarly} sources, including archival resources (primary sources), at least one \textit{journal} article, and one \textit{web page} (dictionary definitions do not count as sources).
- Submit a bibliography.

Options 3 & 4:
- If a research paper, follow the general assignment guidelines below.
- If a blog, submit a link to your blog post. You do not need to post a bibliography online, but you should submit one to me.
- Use a minimum of 7 \textit{scholarly} sources, including archival resources (primary sources), at least one \textit{journal} article, and one \textit{web page} (dictionary definitions do not count as sources).
- Write about 2100 words [2300 max], (not including your footnotes and bibliography).
- Record the word count for your papers after your conclusions.

Option 5: Participation in the \textbf{PAOC Archives Oral History Project}
- This option has a number of components:
  a) Learning about oral history through selected \textit{readings} (read #3-6 in the oral history reader—available in the library).
  b) Conducting oral history \textit{interviews} and capturing them in audio files.
  c) \textbf{Transcribing} the interviews in the prescribed format.
  d) \textbf{Writing a paper} (about 1200 words or 4 pages) using the information gained through the interviews.
  e) Submit all audio and word files for placement in the PAOC archives.
- Your topic will need to be something that will help you to interpret a contemporary church issue with historical awareness. Potential topics include (other proposals are welcome, subject to professor approval):
  a) Congregational History
  b) A Topical Issue in Pentecostal History
  c) PAOC Music
  d) Missionary Life
  e) Pastoral Ministry
- If interested in pursuing this option, \textbf{contact me for detailed information} on how to fulfill the assignment. Also note that the \textbf{Interviewer Contract} must be submitted to the professor before you begin this assignment.

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1 “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not “academic” if it does not have footnotes or endnotes). You are welcome to use magazine articles and \textit{web pages}, but these will often not count as scholarly sources.
2 There are a number of excellent databases available for searching the contents of many journals at one time. If you request a password from the \textit{Horizon librarian}, you can access many journals online through the electronic search databases once you login to the \textit{STU Library page} (see \textit{this video}). An internet search can help you as well (although this would not be as helpful).
General Assignment Guidelines
Please see the Horizon College and Seminary Format Guide for assignment submission and formatting guidelines. In addition, please note: I will accept submissions on Populi in either MSWord format (doc or docx is fine), Rich Text format (rtf), or as PDF files.

Horizon College Assessment of Student Work
The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring student mastery of a competency’s essential elements as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

<table>
<thead>
<tr>
<th>Horizon CBE Scale</th>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>U of S Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Exceeding</td>
<td>Student exceeded requirements for some elements of competency and met all remaining elements.</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>M</td>
<td>Meeting</td>
<td>Student met requirements for all elements of competency and may have exceeded in one.</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Students pass a course only after they have demonstrated that they have met or exceeded all competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

| BTM | Beginning to meet | Student was beginning to meet requirements for any one or more elements of competency, and met or exceeded competency requirements for all other elements. | C+ | 2.3 | 67-69 |
| | | | C | 2.0 | 63-66 |
| | | | C- | 1.7 | 60-62 |

| NYM | Not yet meeting | Student was not yet meeting requirements for one or more elements of competency. | D+ | 1.3 | 57-59 |
| | | | D | 1.0 | 53-56 |
| | | | D- | 0.7 | 50-52 |
| | | | F | 0.0 | 0-49 |

Late Assignments and Extensions
Students are expected to submit work by the due dates. This expectation is related to developing reliable leadership and administrative competencies. Students are welcome to request extensions from their professor, who may grant them but only in the case of extenuating circumstances. Furthermore, no extensions will be granted beyond the final day of a term or semester. A first unexcused late submission will be given a warning from the professor. A second unexcused late submission will receive a written warning from the academic dean. Further instances of
unexcused late submissions may result in academic discipline such as required tutoring, academic probation, or failure to qualify for graduation.

**Academic Honesty**
Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for [examples of plagiarism](#). See further guidelines in the Student Handbook, p. 40.

**Disability Services Information**
If you have specific physical or mental health conditions or learning disabilities that require accommodations, please contact the Student Services department as early as possible so that your learning and/or physical needs can be met appropriately. You will need to provide current documentation of your disability or condition. For more information, please contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu or Sonia Friesen, Associate Dean of Students, at sonia@horizon.edu.
Tentative Class Schedule

September 5-9, In-class Module
- Monday AM
  - Introduction to the Course
  - Defining Pentecostalism
- Monday PM
  - Historical Antecedents of Pentecostalism
- Tuesday AM
  - Early North American Pentecostalism
- Tuesday PM
  - Controversies in Early NA Pentecostalism (Presentations)
- Wednesday AM
  - Cont’d
  - Charismatic Movement
- Wednesday PM
  - Neo-Pentecostalism
  - Canadian Historical Context
  - Canadian Pentecostalism
- Thursday AM & PM
  - Canadian Pentecostalism (Presentations)
- Friday AM
  - Global Pentecostalism (Presentations)
- Friday PM
  - Pentecostalism Today

During Term A
- Week 1 Fri, Sept 16 North American Pentecostalism Timeline
- Week 2 Fri, Sept 23 Canadian Pentecostalism Timeline
- Week 3 Wed, Sept 28 Pentecostal Identity Paper
- Week 4 Wed, Oct 5 PCC Test
- Week 5 Wed, Oct 12 Contemporary Church Issue Project

*First submissions of assignments will not be accepted after October 14.

Week 6 Resubmit work as necessary
- Mon, Oct 17 Pent Identity Paper (second submission)
- Wed, Oct 19 PCC Test (resubmissions)
- Fri, Oct 21 Contemporary Church Issue Project (second submission)

* No resubmission of assignments will be accepted after October 21.
Bibliography

Web Pages
Canadian Church Virtual Reading Room
Consortium of Pentecostal Archives
History of Christianity Virtual Reading Room
History of Pentecostalism in Canada
PAOC archives
Canadian Pentecostal Research Network (this site contains many useful links)
Society for Pentecostal Studies

Early Periodicals
The Apostolic Faith (September 1906 - May 1908), the Azusa Street Mission (Los Angeles)
The Apostolic Messenger (1908-), A. H. Argue (Winnipeg)
The Good Report (1911-1913), Frank Ewart and R. E. McAlister (Winnipeg)
The Pentecostal Testimony (1920-), PAOC, currently published as Testimony Magazine (Ottawa)
The Promise (1907-1910), Hebden Mission (Toronto)

Journals
Asian Journal of Pentecostal Studies
Australasian Pentecostal Studies (full-text available online)
Canadian Journal of Pentecostal-Charismatic Christianity (full-text available online)
Cyberjournal for Pentecostal-Charismatic Research (full-text available online)
Journal of Pentecostal Theology
Pneuma: The Journal for the Society of Pentecostal Studies
PentecoStudies

Books

2 Full text available on the “ATLA Serials” database once you log in to the STU Library page—request a password from our librarian.


Reed, David A. “*In Jesus’ Name:*” *The History and Beliefs of Oneness Pentecostals*. JPTSup 31. Blandford Forum, UK: Deo, 2008.


