



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

G310 CB/DE Pentecostalism and the Church in Canada

3 credits. Prerequisites: G110 History of the Christian Era

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Course Content and Goals

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

As part of Horizon's mission to prepare leaders for Christian life and ministry, this course provides students with historical knowledge and research skills that will help them grow in the following core competency:

- *Contextual Awareness*: Demonstrated by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

Core Competency and Learning Outcomes

To demonstrate competency in *Contextual Awareness* students will:

- 1) Identify and describe key events, people, and issues in the history of the Pentecostal-charismatic movement.
 - *Assessment*: Timelines, Global Pentecostalism Report, PCC Test
- 2) Describe Pentecostal identity globally and within the Canadian context.
 - *Assessment*: Pentecostal Identity Paper
- 3) Explain the extent to which he or she identifies with or has been influenced by Pentecostalism.
 - *Assessment*: Pentecostal Identity Paper
- 4) Analyze and interpret contemporary church issues with historical awareness by drawing on historical research from primary and secondary sources.
 - *Assessment*: PCC Test, Contemporary Church Issue Project

Course Work

Required Readings

Anderson, Allan Heaton. *An Introduction to Pentecostalism: Global Charismatic Christianity*. 2nd edition. Cambridge: Cambridge University Press, 2014. (ISBN: 9781107660946)

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

Wilkinson, Michael, ed. *Canadian Pentecostalism: Transition and Transformation*. Montreal and Kingston: McGill-Queen's University Press, 2009. (ISBN: 9780773534575)

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Component: *Pentecostal Identity Assignment* OR *Contemporary Church Issue Project*. One of these assignments must be edited and submitted to the Contextual Awareness e-Project in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. *Lecture Attendance and Interaction*

In order to pass this course, you are required to "attend" and engage with all of the lectures in the "lesson" discussions on Populi ([see an example here](#)). This assignment will be marked as complete or incomplete. "Attending" lectures for this course involves watching lectures on Populi, reading handouts and notes, and whatever else is indicated in the lessons. By the following due dates, **submit a statement indicating how many of the lessons you completed:**

→Lessons 1-6 by Feb 5 →Lessons 7-10 by Mar 11

For an *average lesson* aim to post **at least three thoughts** of about 100 words each (although lessons vary in length). For your posts:

- Whenever I ask a question to the class in the lecture, you should pause the lecture and think about how you would answer it and post your thoughts on the lesson's discussion (similarly, if you were in class you would also stop and think about how you would answer my questions). There may be times where you think the same thing as what another student has said. Try to add something, however, even if you just say, "I agree with such and such a point, *because....*"
- In addition, act as though you were actually in class and then post whatever you would have said if you raised your hand in class or were asked to share in class and were to have contributed that way. You might note things that you find inspiring or that you are learning throughout the lectures that will help you minister more effectively.
- Interact with the posts of other students by responding to some of the other students' posts.

Accessing Online Lesson Discussions

-Within a lesson, click on the discussion on the right side of the page ([see an example here](#)).

-If you are submitting *a new post*, scroll to the bottom of the discussion and enter your post in the dialogue box. Click on “Leave a comment” to post your thoughts.

-If you are submitting *a response to someone else*, please click on “reply” at the bottom of their post. This will open a new box that will allow your reply to appear underneath their post.

- Related learning outcomes: all.
- **Assignment Length:** 3 or more 100-word posts per lesson.
- **Due date:** Feb 5, Mar 11

***Note: Assignments 2 and 3 are completed during the lecture phase of the course.**

2. Timelines

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 timeline will be based on your textbook reading. 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, a brief explanation, and the source and page number (e.g., 1906ff, William Seymour, leader of the Azusa St. Revival, p. 123 Anderson).

- **Timeline 1: North American Pentecostalism** * Due Feb 17

You will complete this diagram after you have finished lesson 6 on Populi. Focus on the late 1800s and following. Your diagram will likely be about 4-5 pages, depending on how you format it. For the first diagram you will read the following:

- a) Anderson, *An Introduction to Pentecostalism*, chs 1-3 + 8
- b) *PCC Course Reading Pack* articles from *NIDPCM*:
 - “Introduction”
 - “Azusa Street Revival”
 - “Classical Pentecostalism”
 - “Missions, Overseas (N. American Pentecostal)”

- **Timeline 2: Canadian Pentecostalism** * Due Mar 19

This diagram will be completed after you have finished all of the course lessons on Populi. Your diagram will likely be about 3-4 pages, depending on how you format it. For the second diagram you will read the following:

- a) *PCC Course Reading Pack* articles from *NIDPCM*:
 - “Canada” (found in “Part I: Global Survey”)
 - “Latter Rain Movement”
 - “Pentecostal Assemblies of Canada”
 - “Pentecostal Assemblies of Newfoundland”
- b) Wilkinson, ed., *Canadian Pentecostalism*, Intro + chs 1-2 + 12-13

- Related learning outcome: #1.
- **Assignment Length:** see above. **Due date:** Feb 17, Mar 19

3. Global Pentecostalism Report

This assignment will be done during lesson 7 on Populi. For this assignment you should draw on both the material in lesson 7 as well as reading from Anderson, *An Introduction to Pentecostalism*. You will read:

- *one chapter* from chapters 4 or 6 or 7, *plus*
- *all of* chapter 15.

After completing the reading, write a **2 page report** (about 600 words) and answer all of the following questions:

- a) 1 page = In comparison to North American Pentecostalism, what is unique about the history of Pentecostalism in the region that you read about (in ch 4 or 6 or 7)? What surprised you about this region?
- b) 1 page = In light of all that you read (including also ch 15) and the material in lesson 7, how does studying global Pentecostalism shape the way in which you understand Pentecostal *history* and Pentecostal *identity* in general?

Please follow the general assignment guidelines below; however, footnotes and a bibliography are not necessary for this assignment. Rather, you can cite your source simply by noting (in brackets) the page numbers you are referring to.

- Related learning outcome: #1.
- **Assignment Length:** 600 words. **Due date:** Feb 23

4. Pentecostal Identity Assignment

You will submit a video report (8-10 minutes) or write a 1200 word paper (about 4 pages) describing Pentecostal identity. If you submit a video report, you will also submit, within a structured outline, point-form notes from your research while noting your sources.

Introduction: Include a thesis statement that describes your understanding of Pentecostal identity.

Part 1: In the **first three quarters**, answer the question: What does it mean to be Pentecostal *globally* and within the *Canadian* context? Answer this question by explaining many aspects of Pentecostalism in light of the history and development of Pentecostalism. 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 as you interact with material from class and the textbooks (include in your notes or paper at least 10 citations via footnotes).

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: In the **last quarter** of the assignment, respond to part 1 by explaining how you personally identify with or are influenced by Pentecostalism.

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.
- Related learning outcomes: #2, 3.
- **Assignment Length:** 8-10 minutes or 1200 words. **Due date:** Mar 26

5. PCC Test

Your test will take place on Populi. Plan to *finish your test before 11:59pm* on the due date. You will *NOT* be allowed to use any notes nor the textbook. The test includes short answer questions and essay questions. More detail is provided in the test study-guide, found in the “PCC Test” lesson on Populi.

- Related learning outcomes: #1, 4.
- **Assignment Length:** 3 hours. **Due date:** Apr 2

6. Contemporary Church Issue Project

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. While your project might include reflections on recent history, please be certain to include discussion of historical issues further in the past as well (i.e., before the last 30 years or so). 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) Create a documentary.
- 2) Write a blog entry or series of entries regarding the topic.
- 3) Write a typical research paper regarding the topic.
- 4) Participation in the [PAOC Archives Oral History Project](#).
- 5) 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 (in an outline) from your research and note your sources.
- Use a **minimum of 7 scholarly¹ sources**, including archival resources (primary sources) and at least one **journal article²** (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 scholarly¹ sources**, including archival resources (primary sources) and at least one **journal article²** (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 [PAOC Archives Oral History Project](#)

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 [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 [Horizon librarian](#), you can access many journals online through the electronic search databases once you login to the [STU Library page](#) (see [this video](#)). An internet search can help you as well (although this would not be as helpful).

- This option has a number of components:
 - a) Learning about oral history through selected **readings** (read #3-6 in the oral history reader—available in the library).
 - b) Conducting three or more oral history **interviews** and capturing them in audio files.
 - c) **Transcribing** the interviews in the prescribed format.
 - d) **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 you are interested in pursuing this option, **contact me for detailed information** on how to fulfill the assignment. Also note that the [Interviewer Contract](#) must be submitted to the professor before you begin this assignment.
- Related learning outcome: #4.
- **Assignment Length:** 2100 words. **Due date:** Apr 14

Time Investment

1. Lecture Attendance and Interaction	25 hours	Feb 5, Mar 11
2. Timelines	25 hours	Feb 17, Mar 19
3. Global Pentecostalism Report	7 hours	Feb 23
4. Pentecostal Identity Assignment	6 hours	Mar 26
5. PCC Test	12 hours	Apr 2
6. Contemporary Church Issue Project	21 hours	Apr 14
TOTAL	96 hours	

Assessment Rubrics

For this course, please find assessment rubrics on the Populi course page, in the lesson called “PCC Assessment Rubrics.”

Course Outline / Class Schedule

Any required revisions will take place throughout the course since there is no “revision week” for DE courses.

Bold Italics = Assignment due dates

Week 1-3 Lessons 1-6
Feb 5 Lesson 1-6 Attendance and Interaction (submit statement)

- Week 4-6 Reading for Timeline 1
Feb 17 Timeline 1
Lesson 7 and Reading for the Global Pentecostalism Report
Feb 23 Global Pentecostalism Report
- Week 7-8 Lesson 7-10
Mar 11 Lesson 7-10 Attendance and Interaction (submit statement)
- Week 9-10 Reading for Timeline 2
Mar 19 Timeline 2
Mar 26 Pentecostal Identity Assignment
- Week 11 Review for PCC Test
By Apr 2 PCC Test
- end ***Apr 14 Contemporary Church Issue Project***

Submit any remaining revisions as necessary
(revisions will take place throughout the course)

- No first submissions of assignments will be accepted after April 16, 2021.
- No resubmissions of assignments will be accepted after April 22, 2021.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

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 students’ competency 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:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

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 competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

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 and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through

the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.

- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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](#)³

[Pneuma: The Journal for the Society of Pentecostal Studies](#)⁴

[PentecoStudies](#) (full-text available online)

Books

Alexander, Estrela. *The Women of Azusa Street*. Cleveland, OH: Pilgrim, 2005.

Alexander, Estrela, and Amos Yong, ed. *Philip's Daughters: Women in Pentecostal-Charismatic Leadership*. Princeton Theological Monograph Series. Eugene, OR: Pickwick, 2009.

³ Full text available on the "ATLA Serials" database once you log in to the [STU Library page](#)—request a password from [our librarian](#).

⁴ Same as the above.

- Alexander, Paul. *Signs and Wonders: Why Pentecostalism is the World's Fastest Growing Faith*. San Francisco, CA: Jossey-Bass, 2009.
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