



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

## **TS5107 DE Origins and Development of Global Pentecostalism**

3 credit hours. Prerequisites: None.

 Online Video

Sept 13 – Dec 17, 2021  
Fall 2021  
Online

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### **Course Goals**

#### **Course Description**

This course provides an overview of the history of the Pentecostal movement, including the historical antecedents of Pentecostalism, the early growth of Pentecostalism in North America, global developments in Pentecostalism, as well as Pentecostalism within Canada.

#### **Relationship to Horizon's Mission**

The course helps to prepare competent Christian leaders for Spirit-empowered life and ministry by exposing students to the historical and theological context of Canadian and global Pentecostalism, thereby helping students to better navigate the contemporary world of the Pentecostal-Charismatic movement and its impacts on much of world Christianity. This exposure will also motivate students toward Spirit-empowered life and ministry.

#### **Course Competencies and Learning Outcomes**

To demonstrate competency in *Contextual Awareness* students will

1. Describe the historical development of Pentecostalism in North America and other parts of the world.
  - *Assessment:* Orientation to Pentecostal History Paper, Global Pentecostalism Assignment.
2. Identify the distinct nature of the experience of Pentecostalism within Canada.
  - *Assessment:* Pentecostalism in Canada Paper.
3. Explain key theological issues that have arisen in the history of Pentecostalism.
  - *Assessment:* Orientation to Pentecostal History Paper.
4. Reflect on the social impact of global Pentecostalism.
  - *Assessment:* Social Engagement Reflection
5. Conduct research in Pentecostal history using primary source material.
  - *Assessment:* PAOC Archive Research Paper.

## Course Work

### Required Readings

This course includes a number of required texts. A few observations provide some context for the student:

- The Anderson text is also used in the course, “Introduction to Pentecostal Theology.”
- Selected chapters are used from the textbooks (not the entire books).
- All of these sources are foundational resources for the personal library of students interested in Pentecostal studies and will be valuable beyond the scope of this course.

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

*Course Reading Pack* (available on Populi).

Miller, Donald. E., and Tetsunao Yamamori. *Global Pentecostalism: The New Face of Christian Social Engagement*. Berkeley, CA: University of California Press, 2007. (ISBN: 9780520251946)

PAOC Archive Resources (see the note under assignment 5)

Wilkinson, Michael, ed. *Canadian Pentecostalism: Transition and Transformation*. Montreal and Kingston: McGill-Queen’s University Press, 2009. (ISBN: 9780773537330)

\*\*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

1. *Lecture Attendance* (marked as complete/incomplete)

***In order to pass this course, you are required to “attend” all of the lectures*** (via. the videos, the *Course Reading Pack*, handouts, notes, etc.). Your lecture attendance will take place on your own schedule in each of the “lessons” on Populi. You will watch the lessons throughout the course following the timeline listed below on p. 7 of the syllabus. Note that you are *not* required to answer the questions that I direct students to post on within the lecture videos as there is no online discussion associated with this course. By the due date, you will submit a one-sentence statement to the professor indicating that you have “attended” all of the lectures online. This assignment will be marked as complete or incomplete.

- Related learning outcome(s): 1-5.
- **Assignment Length:** Approximately 20 hours of viewing, spread out through the course.
- **Due date:** Submit a statement indicating completion by Nov 5.

## 2. *Orientation to Pentecostal History Paper* – 20%

You will complete this assignment after watching the lectures in lessons 1-6 on Populi. In this assignment you should aim to get a sense of the historical roots of Pentecostalism, an overall sense of Pentecostal history, a sense of the early controversies in North American Pentecostalism, as well as a sense of the experiences of a number of key early Pentecostal leaders. For this assignment you will read the following:

- a) Anderson, *An Introduction to Pentecostalism*, 2<sup>nd</sup> ed., chapters 1-3 and 8.
- b) Part I in the Course Reading Pack
- c) *NIDPCM* articles (in Part IV of the Course Reading Pack):
 

-“Introduction”	-“Goss, Howard Archibald”
-“Assemblies of God”	-“Holiness Movement”
-“Azusa Street Revival”	-“Keswick Higher Life Movement”
-“Bell, Eudorus N.”	-“King, Joseph Hillery”
-“Bosworth, Fred Francis”	-“Mason, Charles Harrison”
-“Classical Pentecostalism”	-“Missions, Overseas (N. American Pentecostal)”
-“Church of God (Cleveland, TN)”	-“Parham, Charles Fox”
-“Durham, William H.”	-“Seymour, William Joseph”
-“Finished Work Controversy”	-“Tomlinson, Ambrose Jessup”
-“Flower, Joseph James Roswell”	-“United Pentecostal Church”

After completing the readings, write an 5-6 page paper (about 1800 words). In your paper you should spend about 1.5 pages with comments that respond to each of the following questions:

- a) Roots of Pentecostalism (approx. 100-200 years leading up to the movement): Did Pentecostalism come out of nowhere?
- b) Overall Sense of Pentecostal History: Once it began, how did Pentecostalism progress throughout the 20<sup>th</sup> century in North America?
- c) Early Pentecostal leaders: What consistent themes do you see in their lives and ministries?
- d) Controversies: What were the main controversies in the early North American Pentecostal movement?

Please cite your sources appropriately.

- Related learning outcome(s): 1 & 3.
- **Assignment Length: 5-6 pages (about 1800 words).**
- **Due date: Oct 1.**

## 3. *Global Pentecostalism Assignment* – 15%

You will complete this assignment after watching the lectures in lessons 7 on Populi. In this assignment you should aim to get a sense of global Pentecostalism in general, a grasp of how Pentecostalism has developed in some regions outside of North America, and a sense of how an understanding of global Pentecostalism shapes one’s understanding of Pentecostal history in general. For this assignment you will read the following:

- Anderson, *An Introduction to Pentecostalism*, 2<sup>nd</sup> ed., chapters 4-7 and 15.
- Part II in the Course Reading Pack

After completing the readings, you have two options for completing this assignment: either write a 3-4 page paper (about 1000 words) or via an oral report (via a video messenger or in person). If you choose to make an oral report, please contact the professor at least one week before the due date. For this option you will hand in your reading notes formatted into an outline that will guide your discussion of the assignment. Regardless of which option you choose, your assignment will focus on answering this question: how does studying global Pentecostalism shape the way in which one understands Pentecostal history in general? Please cite your sources appropriately.

- Related learning outcome(s): 1.
- **Assignment Length: 3-4 page paper (about 1000 words) or via an oral report.**
- **Due date: Oct 13.**

#### 4. *Social Engagement Reflection* – 20%

You will complete this assignment after the above assignment. For this assignment you will read the following:

-Miller & Yamamori, *Global Pentecostalism*: Intro + chs 1-4 and 6-8.

You should also watch some of the video clips on the DVD that is included with the book.<sup>1</sup> After completing the readings and watching some of the videos, you have two options for completing this assignment: either write a 3-4 page paper (about 1000 words) or via an oral report (via a video messenger or in person). If you choose to make an oral report, please contact the professor at least one week before the due date. For this option you will hand in your reading notes formatted into an outline that will guide your discussion of the assignment. Regardless of which option you choose, your assignment will report on the social impact of Pentecostalism worldwide. Besides reporting on what you have read, you should also include reflections on what impacted you the most (and why) as you read the book. Please cite your sources appropriately.

- Related learning outcome(s): 4.
- **Assignment Length: 3-4 page paper (about 1000 words) or via an oral report.**
- **Due date: Oct 25.**

#### 5. *Pentecostalism in Canada Paper* – 20%

You will complete this assignment after you finish watching the rest of the lectures on Populi (in lessons 8-10). For this assignment you will read the following:

-Wilkinson, ed., *Canadian Pentecostalism*: Intro + chs 1-3 and 9-13

-*Either* ch 8 (from *Canadian Pentecostalism*) *or* #6 *or* 10 in the Course Reading Pack.

-Part III in the Course Reading Pack (#7-9)

-*NIDPCM* articles (in Part IV of the Course Reading Pack):

-“Canada” (found in “Part I:  
Global Survey”)

-“Argue, Andrew H.”

-“Argue, Watson”

-“Argue, Zelma.”

-“Buntain, Daniel Mark”

-“Buntain, Daniel Newton”

-“Chambers, George  
Augustus”

-“Chawner, C. Austin”

-“Church of God (Cleveland,  
TN) in Canada”

-“Garrigus, Alice Belle”

-“McAlister, Harvey”

-“McAlister, Robert Edward”

<sup>1</sup> If your book did not come with a DVD, you may view the contents of the DVD online at this link (click on the “Media” tab, below the book information): <http://www.ucpress.edu/book.php?isbn=9780520251946>.

-“McPherson, Aimie Semple”  
 -“Mainse, David”  
 -“Pentecostal Assemblies of Canada”

-“Pentecostal Assemblies of Newfoundland”  
 -“Purdie, James Eustace”  
 -“Small, Franklin”  
 -“Sweet, Henry Charles”

After completing the readings, write a **5-6 page paper** (about 1800 words). In your paper you should discuss how Canadian Pentecostalism *compares* (similarities and differences) to what you have read about Pentecostalism globally (including the United States). In addition (do not neglect the former), you might also choose to discuss *unique* aspects of Canadian Pentecostalism as well as the things that most *stand out to you* (and why they stand out) in the story of Canadian Pentecostalism. Please cite your sources appropriately.

- Related learning outcome(s): 4.
- **Assignment Length: 5-6 page paper** (about 1800 words).
- **Due date:** Nov 19.

#### 6. PAOC Archive Research Project – 25%

*\*Note: For this assignment you will have to order archive material directly from the PAOC archives. Please plan to do this well in advance of when you expect to complete this assignment. You will complete this assignment after the above assignment. You have **two options** for this assignment: a more regular research paper *or* an oral history project (which involves conducting interviews). Both options involve interaction with the PAOC archives.*

##### *Option 6.a. PAOC Archive Research Paper*

Complete a **7-8 page paper** (about 2400 words). Use a minimum of 10 sources in your paper. Include both footnotes and a bibliography. *In addition* to using resources from the PAOC archives, you should also use articles in the *NIDPCM*, other reading that you have already completed, online journal articles,<sup>2</sup> and other possible sources.

**Students are expected to make use of the PAOC Archives for their papers.** Send your requests for resources [archives@paoc.org](mailto:archives@paoc.org). Be sure to include both your topic of choice and your postal address. *NOTE:* Photocopying and postage charges must be paid in advance (approx \$15).

#### Possible Paper Topics

*\*Note: If you choose this option, you must choose from this list because the PAOC archives has pre-packaged resources available for each of these topics.*

1. Biography of a leading Canadian Pentecostal
  - Robert E. McAlister
  - C. Austin Chawner
  - James Eustace Purdie
  - Otto and Marion Keller
  - Alice Belle Garrigus (PAONL)
  - George A. Chambers
  - Andrew H. Argue
  - Aimie Semple MacPherson (non-PAOC)
2. Pentecostal Identity: Who Are we Now?

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<sup>2</sup> 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](#).

This paper examines the question of how Pentecostals have understood themselves over the course of the last century since the movement was born. It will examine early expressions of Pentecostal self-understanding in the US and Canada and then attempt to trace the changes in this idea up to the present. The paper will consider the change factors challenging the identity of Pentecostals at the dawn of the 21st century and suggest a relevant, contemporary answer to the question, “Who are we now?”

3. Pentecostals: Pacifism vs. War

This paper examines the attitudes and actions of Pentecostals towards the First and Second World Wars (1914-1918; 1939-1945). How did these attitudes change and why did they change?

4. PAOC Doctrinal Development

This paper traces the genesis and development of our PAOC Statement of Fundamental and Essential Truths to the present day. It not only documents these changes, but suggests reasons why the various changes were made.

5. Contemporary Church Issue Paper (sources for these topics are available from Horizon’s library). For this option, do *not* make a biblical or theological argument. Rather, the aim is to demonstrate that you are interpreting the issue with historical awareness.

- Pentecostals and Alcohol
- Pentecostal and Eschatology
- Pentecostals and Women in Ministry
- Pentecostal Ministry in Quebec
- Tongues and Spirit Baptism

See the link for [how to cite archival resources](#). For the most part, archival sources require the same information as other sources. It all depends on what you have.

If there is an author and title (periodical article, extract from a book):

- Author, Title of article, Title of Publication, date (issue), page(s), PAOC Archives, Mississauga, ON.

If it is a letter:

- who from, who to, the date and PAOC Archives, Mississauga, ON.

If it is untitled, like a personal note or account, make up a descriptive title, for example:

- Gordon Atter, (if the author is known, or, “Author Unknown”) “Handwritten account of early days in Canada” plus the date, if you have it and PAOC Archives, Mississauga, ON. If there is no date, put “n.d.” at the end. Use the same format for a diary entry and so forth.

Always end an archival citation with the name of the Archives where the material is located: PAOC Archives, Mississauga, ON. You can define an abbreviation the first time you mentioned the location: PAOC Archives Mississauga (PAOCA). Subsequent references would be simply PAOCA.

OR

Option 6.b. Participation in the [PAOC Archives Oral History Project](#)

There are four major components to this assignment:

- a. Learning about oral history through selected **readings** (read #3-6 in the oral history reader).
- b. Conducting oral history **interviews** and capturing them in audio files.
- c. **Transcribing** the interviews in the prescribed format.
- d. **Writing a paper (about 5 pages or 1500 words)** using the information gained through the interviews.

Potential Topics (other proposals are welcome, subject to professor approval)

- a. Multi-Generational Family Study
- b. Congregational History
- c. A Topical Issue in Pentecostal History
- d. PAOC Music
- e. Missionary Life
- f. Pastoral Ministry

**Students will need to request the “Oral History Reader” (and read #3-6) from the PAOC Archives in preparation for the project.** Send your request to [archives@paoc.org](mailto:archives@paoc.org). Be sure to include your postal address. *NOTE:* Photocopying and postage charges must be paid in advance (approx \$15).

If interested in pursuing Option 6.b., **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(s): 5.
- **Assignment Length:**
  - **Option A= 7-8 page paper (about 2400 words).**
  - **Option B= 5 pages (about 1500 words) + transcripts and contracts.**
- **Due date:** Dec 10.

### Course Timeline

- Please complete your assignments in the following order.
- You are welcome to finish your assignments sooner than indicated below.

Weeks 1-3    Lessons 1-6 on [Populi](#)  
Orientation to Pentecostal History Paper (due Oct 1)

Weeks 4-6    Lesson 7 on Populi  
Global Pentecostalism Assignment (due Oct 13)  
Pentecostalism and Social Engagement Reflection (due Oct 25)

Weeks 7-10    Lessons 8-10 on Populi  
Lecture Attendance: Submit a Statement Indicating Completion (due Nov 5)  
Pentecostalism in Canada Paper (Nov 19)

Weeks 11-13    PAOC Archive Research Project (Dec 10)



- Assignments will not be accepted after December 17, 2021.

### Estimate of Time Investment (individual time investments may vary)

1. Lecture Attendance	20 hrs	Nov 5	N/A
2. Orientation to Pent. History Paper	28 hrs	Oct 1	20%
3. Global Pentecostalism Assignment	16 hrs	Oct 13	15%
4. Pentecostalism and Social Engagement Reflection	16 hrs	Oct 25	20%
5. Pentecostalism in Canada Paper	32 hrs	Nov 19	20%
6. PAOC Archive Research Project	30 hrs	Dec 10	25%
Total =	~142 hrs		

## Academic Policies

### General Guidelines for the Submission of Written Work

#### *Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

#### *Submitting Your Assignments*

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

### Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

### Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory



C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

### **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 Seminary [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 Horizon’s Dean of Students, Associate Dean of Students, or Academic Coach.

### **Class Attendance**

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

### **Campus Health Policy**

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, extending the gift of full engagement. 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***

[Consortium of Pentecostal Archives](#)

[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 Apostolic Messenger* (1908-)

*The Good Report* (1911-1913)

*The Pentecostal Testimony* (1920-)

*The Promise* (1907-1910)

## **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*<sup>3</sup>

*Pneuma: The Journal for the Society of Pentecostal Studies*<sup>2</sup>

*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.

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

Anderson, Allan. *Spreading the Fires: The Missionary Nature of Early Pentecostalism*. Maryknoll, NY: Orbis, 2007.

\_\_\_\_\_. *To the Ends of the Earth: Pentecostalism and the Transformation of World Christianity*. Oxford: Oxford University Press, 2013.

Anderson, Allan H., and Walter J. Hollenweger, ed. *Pentecostals after a Century: Global Perspectives on a Movement in Transition*. JPTSup 15. Sheffield: Sheffield Academic Press, 1999.

Anderson, Robert Mapes. *Vision of the Disinherited: The Making of American Pentecostalism*. New York: Oxford University Press, 1979.

Bibby, Reginald W. *Beyond the Gods and Back: Religions Demise and Rise and Why It Matters*. Lethbridge, AB: Project Canada Books, 2011.

\_\_\_\_\_. *Restless Gods: The Renaissance of Religion in Canada*. Toronto, ON: Stoddart, 2002.

Blumhofer, Edith L. *The Assemblies of God: A Chapter in the Story of Pentecostalism*, 2 vols. Springfield, MO: Gospel Publishing House, 1989.

Burgess, Stanley, ed. *Christian Peoples of the Spirit: A Documentary History of Pentecostal Spirituality from the Early Church to the Present*. New York: NYU Press, 2011.

Dayton, Donald W. *The Theological Roots of Pentecostalism*. Grand Rapids: Francis Asbury Press, 1987.

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<sup>3</sup> Full text available on the *Religion and Philosophy Index* once you log in to the [STU Library page](#)—request a password from [our librarian](#).

- Dempster, Murray W., Byron D. Klaus, and Douglas Petersen, ed. *The Globalization of Pentecostalism, A Religion Made to Travel*. Irving, CA: Regnum Books International, 1999.
- Goff, James R., Jr., and Grant Wacker. *Portraits of a Generation: Early Pentecostal Leaders*. Fayetteville, AR: The University of Arkansas Press, 2002.
- Grant, John Webster. *The Church in the Canadian Era*. Rev. ed. Vancouver, BC: Regent College Publishing, 1998.
- Handy, Robert T. *A History of the Churches in the United States and Canada*. New York: Oxford University Press, 1977.
- Hollenweger, Walter J. *Pentecostalism: Origins and Developments Worldwide*. Peabody, MA: Hendrickson, 1997.
- \_\_\_\_\_. *The Pentecostals: The Charismatic Movement in the Churches*. Translated by R. A. Wilson. Minneapolis: Augsburg, 1972.
- Hyatt, Eddie L. *2000 Years of Charismatic Christianity: A 21st Century Look at Church History from a Pentecostal/Charismatic Perspective*. Rev. ed. Dallas, TX: Hyatt International Ministries, 1996.
- Jacobsen, Douglas. *Thinking in the Spirit: Theologies of the Early Pentecostal Movement*. Bloomington, IN: Indiana University Press, 2003.
- Jacobsen, Douglas, ed. *A Reader in Pentecostal Theology: Voices From the First Generation*. Bloomington, IN: Indiana University Press, 2006.
- Kay, William K. *Pentecostalism*. London: SCM Press, 2009.
- Kay, William K., and Anne E. Dyer, ed. *Pentecostal and Charismatic Studies: A Reader*. London: SCM Press, 2004.
- Kulbeck, Gloria G. *What God Hath Wrought: A History of Pentecostal Assemblies of Canada*. Ed. Walter E. McAlister and George R. Upton. Toronto, ON: The Pentecostal Assemblies of Canada, 1958.
- Martin, David. *Pentecostalism: The World Their Parish*. Religion in the Modern World. Oxford: Blackwell, 2002.
- McClung, Grant, ed. *Azusa Street and Beyond: 100 Years of Commentary on the Global Pentecostal/Charismatic Movement*. Alachua, FL: Bridge-Logos, 2006.
- McGee, Gary B., ed. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Peabody, MA: Hendrickson, 1991.
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- Miller, Donald E., Kimon H. Sargeant, and Richard Flory. *Spirit and Power: The Growth and Global Impact of Pentecostalism*. Oxford: Oxford University Press, 2013.
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- Quebedeaux, Richard. *The New Charismatics II: How a Christian Renewal Became Part of the Religious Mainstream*. New York, NY: Harper and Row Publishers, 1983.
- Rawlyk, George, ed. *Amazing Grace: Evangelicalism in Australia, Britain, Canada and the United States*. Grand Rapids, MI: Baker, 1993.
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