



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

G310 Pentecostalism and the Church in Canada

3 credits. Prerequisites: G110 History of the Christian Era

**Note: This course fulfills one of the [Pentecostal Studies](#) degree concentration requirements.*

👤 On Campus 📺 (A) Live-Stream 📺 Video on Demand

September 12 – December 16, 2022
Fall 2022
Mon & Wed, 10:50am-12:20pm

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Course 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 competent Christian leaders, this course provides students with historical knowledge and research skills that will help them grow in the following [core competency](#):

- Contextual Awareness: demonstrate contextual awareness through a healthy view of self, a Christian view of the world, and by engaging culture in appropriate ways.

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*: Class Presentation, Historical Timelines, 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: 9780773537330 OR 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 Paper* OR *Contemporary Church Issue Project*. This assignment 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. Class Presentation

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*.

You will also respond to questions after your presentation.

For your presentation:

- Aim for 10-15 minutes in length, followed by about 5 minutes for questions from the class.
- Do not read your presentation. Rather, aim to present as though you are teaching the class.
- Include a handout for everyone in the class. Please note page numbers from the reading in brackets (no footnotes for this assignment) and include the bibliographic information for the source(s) you read either at the end or on the back of your handout.

Your assessment will be based on both peer evaluation and my evaluation. 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. The presentation topics *might* include:

- *Global Pentecostalism (a region listed below)*
(If presenting on a region, focus on what is unique or similar there in comparison to North American Pentecostalism.)
 - Europe
 - Africa
 - Latin America and the Caribbean
 - Asia, Australia, and the Pacific
- *Canadian Pentecostalism (a topic listed below)*
 - Aboriginal Pentecostalism in Canada
 - Women in Canadian Pentecostalism
 - PAOC Global Missions Work
- Related learning outcome(s): #1.
- **Assignment length:** 10-15 minutes.
- **Due date:** varies.

2. Historical Timelines

As you complete the textbook readings, create a 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). In order to ensure you are ready for the remainder of the course, resubmissions for timelines will take place immediately, rather than during revision week.

- **Timeline 1: North American Pentecostalism**

* Due 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) *PCC Course Reading Pack* articles from *NIDPCM*:
 - “Introduction”
 - “Azusa Street Revival”
 - “Classical Pentecostalism”
 - “Missions, Overseas (N. American Pentecostal)”

- **Timeline 2: Canadian Pentecostalism**

* Due Oct 14

For the second timeline (about 3-4 pages) 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(s): #1.
- **Assignment length:** see above.
- **Due date:** September 16; October 14.

3. *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 equivalent to the workload of a 7-page paper. There are many options for how to 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 in outline form 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.

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. You can access many journals online through electronic search databases once you login to the [Digital Theological Library](#). An internet search can help you as well (although this would not be as helpful).

Option 5: Participation in the [PAOC Archives Oral History Project](#)

- This option has a number of components:
 - a) Learn about oral history through selected **readings** (read #3-6 in the oral history reader—available in the library).
 - b) Conduct three or more oral history **interviews** and capturing them in audio files.
 - c) **Transcribe** the interviews in the prescribed format.
 - d) **Write 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(s): #4.
- **Assignment length:** varies.
- **Due date:** November 18.

4. *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 outcome(s): #1, 4.
- **Assignment length:** 3 hours.
- **Due date:** December 2.

5. *Pentecostal Identity Paper*

You will write a 1200-word paper (about 4 pages) describing Pentecostal identity.

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

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 outcome(s): #2, 3.
- **Assignment length:** 1200 words.
- **Due date:** December 9.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* assignment due dates as in-class students, except for the Class Presentation:
 - **Due date:** October 7.
 - **Assignment length:** 15-17-minute presentation. (*Note: VOD students are required to film a slightly longer presentation than in-class students to make up for the fact that VOD students will not have an opportunity to answer questions from the class following their presentation.)
 - **Directions:** Film your presentation and upload it to a video hosting site like YouTube. Submit the link to your video and the handout on Populi. The professor will show your video and distribute your handout in class.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Monday at 11:59pm each week, VOD students will submit a 2-3-minute video report on FlipGrid that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.

- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

| | | |
|--------------------------------------|--------|-----------------|
| Classroom time | 30hrs | N/A |
| 1. Class Presentation | 4hrs | Varies |
| 2. Historical Timelines | 25hrs | Sept 16; Oct 14 |
| 3. Contemporary Church Issue Project | 21hrs | Nov 18 |
| 4. PCC Test | 12hrs | Dec 2 |
| 5. Pentecostal Identity Paper | 8hrs | Dec 9 |
| Total = | 100hrs | |

Assessment Rubrics

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

Tentative Class Schedule

(Bold=Assignment)

Mon 12 Sept Intro to the Course and The Pentecostal Story (+ write due dates in calendar & plan library info day)

Wed 14 Sept Defining Pentecostalism

*Fri 16 Sept **Historical Timeline 1****

Mon 19 Sept Historical Antecedents of Pentecostalism

Wed 21 Sept cont'd

Mon 26 Sept cont'd

Wed 28 Sept Primary Theological Roots of Early Pentecostalism

Mon 3 Oct Early North American Pentecostalism

Wed 5 Oct cont'd

Mon 10 Oct —No Class: Thanksgiving—

Wed 12 Oct Canadian Historical Church Context

*Fri 14 Oct. **Historical Timeline 2****

**Note: During Term A Revision Week there ARE STILL CLASSES for full-semester courses.*

Mon 17 Oct Birth of Canadian Pentecostalism – Western Canada

Wed 19 Oct Birth of Pentecostalism – Eastern Canada

—No Classes during Reading Week (Oct 24-28) and Module B (Oct 31-Nov 4)—

* In order to ensure you are ready for the remainder of the course, resubmissions for timelines will take place immediately, rather than during revision week.

| | |
|-------------------|--|
| Mon 7 Nov | History of Canadian Pentecostalism |
| Wed 9 Nov | cont'd |
| Mon 14 Nov | Unique Features of Canadian Pentecostalism |
| Wed 16 Nov | cont'd |
| <i>Fri 18 Nov</i> | <i>Contemporary Church Issue Project</i> |
| Mon 21 Nov | cont'd |
| Wed 23 Nov | cont'd |
| Mon 28 Nov | cont'd |
| Wed 30 Nov | Global Pentecostalism |
| <i>Fri 2 Dec</i> | <i>PCC Test</i> |
| Mon 5 Dec | Global Pentecostalism |
| Wed 7 Dec | Pentecostalism Today and the Search for Identity (course evaluation) |
| <i>*Fri 9 Dec</i> | <i>Pentecostal Identity Paper</i> |

- First submissions of assignments will not be accepted after December 9.

Revision Week

| | |
|--------------|---|
| Mon 12 Dec | <i>Resubmission of Contemporary Church Issue Project (as necessary)</i> |
| Tues 13 Dec | <i>Resubmissions for PCC Test (as necessary)</i> |
| Wed 14 Dec | <i>Resubmissions for Pentecostal Identity Paper (as necessary)</i> |
| Thurs 15 Dec | <i>Second resubmissions (as necessary)</i> |
| Fri 16 Dec | <i>Further resubmissions (as necessary)</i> |

- No resubmission of assignments will be accepted after December 16.

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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

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 more than 40% of the 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 40% or less. | 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 College [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; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of 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

[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*³

*PentecoStudies*³

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.

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, 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.

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.

_____, ed. *The New International Dictionary of Pentecostal and Charismatic Movements*. Rev. ed. Grand Rapids, MI: Zondervan, 2002. (ISBN: 9780310224815)

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

Goff, James R., Jr., and Grant Wacker, ed. *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.

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

- 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.
- Jacobsen, Douglas. *Thinking in the Spirit: Theologies of the Early Pentecostal Movement*. Bloomington, IN: Indiana University Press, 2003.
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- 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.
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- Miller, Donald E., and Tetsunao Yamamori. *Global Pentecostalism: The New Face of Christian Social Engagement*. Berkeley, CA: University of California Press, 2007
- 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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- Rawlyk, George, ed. *Amazing Grace: Evangelicalism in Australia, Britain, Canada and the United States*. Grand Rapids, MI: Baker, 1993.
- _____. *The Canadian Protestant Experience*. Burlington, ON: Welch, 1990.
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- Robeck, Cecil M., Jr. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville, TN: Thomas Nelson, 2006.
- Rudd, Douglas. *When the Spirit Came Upon Them: Highlights from the Early Years of the Pentecostal Movement in Canada*. Burlington, ON: Antioch Books, 2002.
- Songs of the Reaper: The Story of the Pentecostal Assemblies of Canada in Saskatchewan*. (Author Unknown). Saskatoon, SK: Pentecostal Assemblies of Canada, 1985.
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