



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

## **G310 DE Pentecostalism and the Church in Canada**

3 credits. Prerequisites: G110 History of the Christian Era.

 Online Video

September 11-December 15  
Fall 2023

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

### **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 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 Assignment
- 3) Explain the extent to which he or she identifies with or has been influenced by Pentecostalism.
  - *Assessment:* Pentecostal Identity Assignment
- 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 or 9780773537330)

\*\*While students have the benefit of accessing many of 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 and Discussion*

In order to pass the course, students are required to “attend” all lessons, which involves watching lectures on Populi, reading handouts and notes, and whatever else is indicated in the lessons. Students are also required to discuss the lessons via Flip or live with the professor. If the latter, it would involve two meetings total for all the lessons. If the former, students will post two videos to Flip for the following (a total of 12 videos):

- Lessons 1-2
- Lesson 3
- Lesson 4
- Lesson 5-6
- *\*None for Lesson 7\**
- Lessons 8-9
- Lesson 10

The first video for each lesson (or set of lessons) will: 1) confirm they have “attended” the lessons, 2) summarize one thing they learned that will help them reach the course learning outcomes, and 3) explain at least one question they had after “attending” the lessons. The second video will respond to the thoughts of another student. This assignment will be marked as complete or incomplete. You can find instructions on how to access and post to Flip in the “Flip Instructions” lesson on Populi.

→Lessons 1-6 by Sept 29    →Lessons 7-10 by Nov 3

- Related learning outcomes: all.
- **Assignment length:** a total of 12 Flip Videos or two live discussions with the professor.
- **Due date:** September 29, November 3

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

## 2. Timelines—20%

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 Oct 6

You will complete this timeline after you have finished lesson 6 on Populi. Focus on the late 1800s and following. Your timeline will likely be about 4-5 pages, depending on how you format it. For the first timeline 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 Nov 10

This timeline will be completed after you have finished all of the course lessons on Populi. Your timeline will likely be about 3-4 pages, depending on how you format it. For the second timeline 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
- To complete this assignment, students will follow these guidelines:
    - Include citations that indicate page and source of the information.
  - Related learning outcome: 1.
  - **Assignment length:** see above.
  - **Due date:** October 6, November 10

## 3. Global Pentecostalism Report—15%

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 the Anderson, *An Introduction to Pentecostalism* (2nd edition). 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?
- To complete this assignment, students will follow these guidelines:
    - Follow the Horizon Format Guide.
    - Footnotes and a bibliography are *not* necessary for this assignment. Rather, you can cite your source simply by noting (in brackets) the page numbers and source you are referring to.
  - Related learning outcome: 1.
  - **Assignment length:** 600 words.
  - **Due date:** October 20

#### 4. Pentecostal Identity Assignment—20%

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.
- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon Format Guide.
  - Include a thesis statement in the introduction.
  - $\frac{3}{4}$  of the assignment should cover part 1, and  $\frac{1}{4}$  for part 2.
  - If a video, submit point-form notes in a structured outline that indicates sources.
  - Footnotes: Include 10 or more (total) citations to class material and textbooks (no bibliography necessary).

- Related learning outcomes: 2, 3.
- **Assignment length:** 8-10 minutes or 1200 words.
- **Due date:** November 17

#### 5. PCC Test—20%

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.

- To complete this assignment, students will follow these guidelines:
  - Complete the closed-book test on Populi.
- Related learning outcomes: 1, 4.
- **Assignment length:** 3 hours.
- **Due date:** November 24

#### 6. Contemporary Church Issue Project—25%

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 (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** scholarly<sup>1</sup> sources, including archival resources (primary sources) and at least one **journal** article<sup>2</sup> (dictionary definitions do not count as sources).
- Submit a bibliography.

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<sup>1</sup> “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.

<sup>2</sup> Using the [Digital Theological Library](#), you can search the contents of thousands of journals at one time (see [this video](#)). Use your library card/patron number (assigned when you receive your library card) to sign into these resources. An internet search can help you as well (although this would not be as helpful).

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** scholarly<sup>1</sup> sources, including archival resources (primary sources) and at least one **journal** article<sup>2</sup> (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](#)

- 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.
- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon Format Guide.
  - Your topic must relate an issue in pentecostal history to issues in the contemporary church.
  - Include an introduction and conclusion of an appropriate length (about 100-150 words each).
  - Include a thesis statement in the introduction.
  - Includes footnotes and a bibliography.
  - For options 1-4, use a minimum of 7 scholarly sources, including archival resources (primary sources) and at least one journal article (dictionary definitions do not count as sources).
- **Assignment length:** 2100 words.
- **Due date:** December 8

**Time Investment** (individual time investments may vary)

			<b>Assignment Weighting</b>
1. Lecture Attendance and Flip Videos	25 hours	Sept 29, Nov 3	
2. Timelines	25 hours	Oct 6, Nov 10	20%
3. Global Pentecostalism Report	7 hours	Oct 20	15%
4. Pentecostal Identity Assignment	6 hours	Nov 17	20%
5. PCC Test	12 hours	Nov 24	20%
6. Contemporary Church Issue Project	21 hours	Dec 8	25%
TOTAL	96 hours		

**Assessment Rubrics**

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

**Course Outline**

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

Week 1-3	Lessons 1-6 <b><i>Due Sept 29</i></b> <b>Lesson 1-6 Attendance and Flip Videos</b>
Week 4	Reading for Timeline 1 <b><i>Due Oct 6</i></b> <b>Timeline 1</b>
Week 5-6	Lesson 7 and Reading for the Global Pentecostalism Report <b><i>Due Oct 20</i></b> <b>Global Pentecostalism Report</b>
Week 7-8	Lesson 7-10 <b><i>Due Nov 3</i></b> <b>Lesson 7-10 Attendance and Flip Videos</b>
Week 9	Reading for Timeline 2 <b><i>Due Nov 10</i></b> <b>Timeline 2</b>
Week 10	<b><i>Due Nov 17</i></b> <b>Pentecostal Identity Assignment</b>
Week 11	Review for PCC Test <b><i>By Nov 24</i></b> <b>PCC Test</b>
→end	<b><i>Due Dec 8</i></b> <b>Contemporary Church Issue Project</b>

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

- No resubmissions of assignments will be accepted after December 15, 2023.

## 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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

### Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100



		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Integrity

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](#).

### Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon’s Library Technician, at [library@horizon.edu](mailto:library@horizon.edu).

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

*Pneuma: The Journal for the Society of Pentecostal Studies*<sup>4</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 [Digital Theological Library](#).

<sup>4</sup> Same as the above.

- 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. *Fields White Unto Harvest: Charles F. Parham and the Missionary Origins of Pentecostalism*. Fayetteville, AR: University of Arkansas Press, 1988.
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- \_\_\_\_\_. *The Pentecostals: The Charismatic Movement in the Churches*. Translated by R. A. Wilson. Minneapolis: Augsburg, 1972.
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