



TS5107 DE Origins and Development of Global Pentecostalism

3 credits. Prerequisites: None.

 Directed Study with some  Online Video



September 15 – December 19, 2025
Fall 2025

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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:* Global Social Engagement Reflection
5. Conduct research in Pentecostal history using primary source material.
 - *Assessment:* PAOC Archive Research Paper.

Course Work

Required Readings

Anderson, Allan Heaton. *An Introduction to Pentecostalism: Global Charismatic Christianity*. 2nd ed. Cambridge: Cambridge University Press, 2014. (ISBN: 9781107660946)
DTL: <https://thedtl.on.worldcat.org/oclc/881236919>

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)
DTL: <https://thedtl.on.worldcat.org/oclc/172430297>

Wilkinson, Michael, ed. *Canadian Pentecostalism: Transition and Transformation*. Montreal and Kingston: McGill-Queen's University Press, 2009. (ISBN: 9780773537330)
DTL: <https://thedtl.on.worldcat.org/oclc/609425547>

**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.

Course Assignments and Activities

1. *Lesson Completion* (marked as complete/incomplete)

In order to pass this course, you are required to complete all of the lessons on Populi (via. the videos, the *Course Reading Pack*, handouts, notes, etc.). You will engage in the lessons throughout the course following the timeline listed below on p. 7 of the syllabus. By the due date, you will submit a one-sentence statement to the professor indicating that you have “completed” all of the lessons on Populi. This assignment will be marked as complete or incomplete.

- Related learning outcomes: 1-5.
- **Assignment length:** Approximately 4 hours, spread throughout the course.
- **Due date:** Submit a statement indicating completion by November 7.

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

To prepare for writing this assignment, you will complete lessons 1-4 on Populi, which includes the reading below. Begin with engaging on the lessons on Populi. In this assignment you should aim to understand the historical roots of Pentecostalism, early North American Pentecostal history, key controversies in early Pentecostalism, and the experiences of a number of key early Pentecostal leaders. For this assignment you will read the following:

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

○ “Introduction”	○ “Azusa Street Revival”
○ “Assemblies of God”	○ “Bell, Eudorus N.”

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

After completing the readings, write a 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:

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

Please cite your sources appropriately, and include details to support your main points.

- Related learning outcomes: 1 & 3.
- **Assignment length:** 5-6 pages (about 1800 words).
- **Due date:** October 6.

3. *Global Pentecostalism Assignment* – 15%

You will complete this assignment after completing lesson 5 on Populi. In this assignment you should aim to get a basic understanding of global Pentecostalism in general, how Pentecostalism has developed in some regions outside of North America, and how knowledge of global Pentecostalism might shape one’s understanding of Pentecostal history in general. For this assignment you will read the following:

- Anderson, *An Introduction to Pentecostalism*, 2nd 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 provide an oral report (via a video messenger or in person). If you choose to make an oral report, please contact the professor or TA 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, and include details to support your main points.

- Related learning outcome: 1.
- **Assignment length:** 3–4-page paper (about 1000 words) or via an oral report.
- **Due date:** October 17.

4. *Global 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, 6 and 8.

If you have a copy of the DVD that is included with the book, you should also watch some of the video clips. After completing the readings, you have two options for completing this assignment: either write a 3–4-page paper (about 1000 words) or provide an oral report (via a video messenger or in person). If you choose to make an oral report, please contact the professor or TA 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. You should also include reflections on what impacted you the most (and why) as you read the book. Please cite your sources appropriately, and include details to support your main points.*

- Related learning outcome: 4.
- **Assignment length:** 3–4-page paper (about 1000 words) or via an oral report.
- **Due date:** October 31.

5. *Pentecostalism in Canada Paper* – 20%

You will complete this assignment after you finish watching the final lessons Populi, lessons 6-7. For this assignment you will read the following:

- Wilkinson, ed., *Canadian Pentecostalism*: Intro + chs 1, 3, 8 and 11.
- Part III in the Course Reading Pack.
- *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”
 - “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 USA)*. In addition (do not neglect the former), you *might* choose to discuss *unique* aspects of Canadian Pentecostalism or the things that most *stand out to you* (and why they stand out) in the story of Canadian Pentecostalism.

Please cite your sources appropriately, and include details to support your main points.

- Related learning outcome: 4.
- **Assignment length:** 5–6-page paper (about 1800 words).
- **Due date:** November 21.

6. PAOC Archive Research Project – 25%

Note: For this assignment you will have to request PAOC archive material from Horizon's library. 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 PAOC archive materials.*

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, and other possible sources.

Students are expected to make use of the PAOC Archives for their papers. Send your requests for resources to library@horizon.edu, noting your topic of choice.

Possible Paper 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?
 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. 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

OR

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

There are four major components to this assignment:

- a) Submit the [Interviewer Contract](#) to the professor before you begin this assignment.
- b) Learn about oral history through selected **readings** (read #3-6 in the Oral History Reader, which you can request by contacting library@horizon.edu).
- c) Conduct oral history **interviews** and capture them in audio files.
- d) **Transcribe** the interviews in the prescribed format.
- e) **Write a paper (about 5 pages or 1500 words)** using the information gained through the interviews.
- f) Submit the paper, audio files, transcripts, [contracts, and release forms](#) to both your professor and the PAOC Archives at archives@paoc.org.

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
- Related learning outcome: 5.
 - **Assignment Length:**
 - Option A= 7–8-page paper (about 2400 words).
 - Option B= 5 pages (about 1500 words) + transcripts and contracts.
 - **Due date:** December 12.

Estimate of Time Investment (individual time investments may vary)

1. Lesson Completion	4 hrs	Nov 7	N/A
2. Orientation to Pent. History Paper	28 hrs	Oct 6	20%
3. Global Pentecostalism Assignment	15 hrs	Oct 17	15%
4. Global Social Engagement Reflection	21 hrs	Oct 31	20%
5. Pentecostalism in Canada Paper	30 hrs	Nov 21	20%
6. PAOC Archive Research Project	24 hrs	Dec 12	25%
Total =		~122 hrs	

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

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 1-4 on Populi Orientation to Pentecostal History Paper (due Oct 6)
Weeks 4-5	Lesson 5 on Populi Global Pentecostalism Assignment (due Oct 17)
Weeks 6-7	Pentecostalism and Social Engagement Reflection (due Oct 31)
Weeks 8-10	Lessons 6-7 on Populi Lesson Completion: Submit a Statement Indicating Completion (due Nov 7) Pentecostalism in Canada Paper (Nov 21)
Weeks 11-13	PAOC Archive Research Project (Dec 12)

- Assignments will not be accepted after December 19, 2025.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 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

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

Canadian Journal of Pentecostal-Charismatic Christianity

Cyberjournal for Pentecostal-Charismatic Research

Journal of Pentecostal Theology

Journal of Pentecostal and Charismatic Christianity

Pneuma: The Journal for the Society of Pentecostal Studies

PentecoStudies

Books

Alexander, Estrelida, 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, 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.

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.

Goff, James R., Jr., and Grant Wacker. *Portraits of a Generation: Early Pentecostal Leaders*. Fayetteville, AR: The University of Arkansas Press, 2002.

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- 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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