



G310 Pentecostalism and the Church in Canada

3 credits. Prerequisites: G110 History of the Christian Era

'A' Livestream ■ Video on Demand

September 14 – December 18, 2026

Fall Semester

Wednesdays, 2:00 – 5:00pm ET

12:00pm -3:00pm SK * Time change on Nov 1

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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 and MCS's Missions

As part of **Horizon and MCS'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 is 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*: 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

Textbooks

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

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)
[DTL](#)

****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. Class Presentation – 15%.

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.

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: #1.
- **Assignment length:** 10-15 min.
- **Due date:** varies.

2. *Historical Timelines* – 20% (10% x 2).

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).

- **Timeline 1: North American Pentecostalism** * *Due Oct 2*

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 16*

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: #1.
- **Assignment length:** see above.
- **Due date:** October 2, 16.

3. *Contemporary Church Issue Project* -30%.

Possible project topics will be listed on Populi, in the lesson “Contemporary Church Issue Project.” 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 and at the link above. If you plan to visit the library, make sure to plan your visit well in advance of the due date.

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) 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.

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 from your research and note your sources.
- Use a **minimum of 7** [scholarly¹ sources](#), including archival resources (primary sources) and at least one **journal** article² (dictionary definitions do not count as sources).
- Submit a bibliography.

Options 3 & 4:

- If a research paper, follow the general assignment guidelines below.
- If a blog, submit a link to your blog post. You do not need to post a bibliography online, but you should submit one to me.
- Use a **minimum of 7** [scholarly¹ sources](#), including archival resources (primary sources) and at least one **journal** article² (dictionary definitions do not count as sources).
- Write about 2100 words [2300 max], ([not including](#) your **footnotes and bibliography**).
- Record the **word count** for your papers after your conclusion.

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

¹ “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not ‘academic’ if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will often not count as scholarly sources.

² There are a number of excellent databases available for searching the contents of many journals at one time. If you request a password from the Horizon or MCS librarian, you can access many journals online through the electronic search databases in the Digital Theological Library.

d) Missionary Life

e) Pastoral Ministry

- If you are interested in pursuing this option, **contact me for detailed information** on how to fulfill the assignment. Also note that the [Interviewer Contract](#) must be submitted to the professor before you begin this assignment.
- Related learning outcome: #4.
- **Assignment length:** 2100 words.
- **Due date:** November 20.

4. PCC Test – 15%.

Your test will take place on Populi. Plan to *finish your test before 8pm ET* 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 1.

5. Pentecostal Identity Paper – 20%.

You will write a 1200-word paper (about 4 pages) describing 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 11.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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.
- By Saturday at 11:59PM each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's class. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.

Video report Submission Due Dates:

- Students will watch the lectures according to the following schedule:
 - Week 1 Lectures and Report due September 19
 - Week 2 Lectures and Report due September 26
 - Week 3 Lectures and Report due October 3
 - Week 4 Lectures and Report due October 10
 - Week 5 Lectures and Report due October 17
 - Week 6 Lectures and Report due October 24
 - Week 7 Lectures and Report due November 14
 - Week 8 Lectures and Report due November 21
 - Week 9 Lectures and Report due November 28
 - Week 10 Lectures and Report due December 5
 - Week 11 Lectures and Report due December 12
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

	Time (approx.)	Due Date	Assignment Weight %
Classroom Time	30 hours	Each class	n/a
1. Class Presentation	4 hours	<i>varies</i>	15%
2. Historical Timelines	25 hours	Oct 2, Oct 16	20% (10% * 2)
3. Contemporary Church Issue Project	21 hours	Nov 20	30%
4. PCC Test	12 hours	Dec 1	15%
5. Pentecostal Identity Paper	8 hours	Dec 11	20%
TOTAL	100 hours		

All assignments are due at 8pm **ET**, unless otherwise indicated.

Assessment Rubrics

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

Tentative Class Schedule

Wed 16 Sept	Intro to the Course Defining Pentecostalism
Wed 23 Sept	Historical Antecedents of Pentecostalism
Wed 30 Sept	Early North American Pentecostalism
	Historical Timelines Assignment #1 Due Oct 2
Wed 7 Oct	Controversies in Early NA Pentecostalism
Wed 14 Oct	Controversies in Early NA Pentecostalism continued
	Historical Timelines Assignment #2 Due Oct 16
Wed 21 Oct	Charismatic Movement & Neo-Pentecostalism
October 26-30	Reading Week
November 2 - 6	MODULE B (No Regular Classes)
Wed 11 Nov	Canadian Historical Context
Wed 18 Nov	Canadian Pentecostalism
	Contemporary Church Issue Project Assignment Due Nov 20
Wed 25 Nov	Canadian Pentecostalism continued
	PCC Test Due Dec 1
Wed 2 Dec	Global Pentecostalism
Wed 9 Dec	Pentecostalism Today (course evaluation)
	Pentecostal Identity Paper Assignment Due Dec 11
December 14 – 18	Revision Week

- Revision week is December 14-18. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: *December 18, 2026*.

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.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late,

penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	F	0.0	0-49

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 and MCS have 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 [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, 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 Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 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 and MCS encourage 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 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

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.

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