



G310 Pentecostalism and the Church in Canada

3 credits. Prerequisites: G110 History of the Christian Era

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

Mississauga Campus Live-Stream Video on Demand

September 16 – December 20, 2024

Fall 2024

Tuesday 6PM – 9PM (ET)

*4PM-7PM (SK) *SK time changes to 5PM mid-semester

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Course Goals

Course Description

This course explores the origins of the Pentecostal Movement and its explosive growth and development since the turn of the 20th century. Analysis focuses on the movement's historical antecedents and context, theological developments, and global expansion. Attention also concentrates on the unique Canadian story and the emergence and development of the Pentecostal Assemblies of Canada.

Relationship to MCS-Horizon's Mission

This course provides students with historical knowledge and research skills that will help them better understand the state of the church today given that the global church has been significantly impacted by the Pentecostal movement. In this, the course will help students 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 key leaders, events, developments, and controversies within the global Pentecostal-charismatic movement with a specific emphasis on the Canadian Pentecostal story.
 - *Assessment: Weekly Quizzes*

- 2) Describe the nature and characteristics of Canada's first Pentecostal revival and appraise its value in the contemporary Pentecostal context.
 - *Assessment: Reading Report #1*
- 3) Explain how the PAOC originated, developed, and matured as an organization, both theologically and missionally.
 - *Assessment: Reading Report #2*
- 4) Intelligently discuss a significant subject and/or person within Pentecostal history and evaluate its influence and impact on the movement.
 - *Assessment: Research Paper or Video Presentation*

Course Work

Required Textbooks

Synan, Vinson. *The Century of the Holy Spirit*. Nashville, TN: Thomas Nelson Publishers, 2001.

Wells, David, ed. *Picture This! Reflecting on 100 Years of the PAOC*. Mississauga, ON: The Pentecostal Assemblies of Canada, 2018.

Required Articles (available in Populi)

Sloos, William, "The Story of James and Ellen Hebden: The First Family of Pentecost in Canada," *Pneuma* 32 (2010): 181-202.

Hebden, James and Ellen, *The Promise*, May 1907.

Sources on Reserve in the Library for Research Purposes

Miller, Thomas William. *Canadian Pentecostals, A History of the Pentecostal Assemblies of Canada*. Mississauga, ON: Full Gospel Publishing House, 1994.

Seymour, W. J. ed. *The Azusa Street Papers: A Reprint of The Apostolic Faith Mission Publications Los Angeles, California (1906-1908)*. Foley, AL: Together in Harvest Publications, 1997. (MCS only) *The Apostolic Faith* is also available online here: <https://archives.ifphc.org/index.cfm?fuseaction=publicationsGuide.apostolicfaithazusa>.

Burgess, Van der Maas, eds. *New International Dictionary of Pentecostal and Charismatic Movements*. Grand Rapids, MI: Zondervan, 2001.

**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,

Course Assignments and Activities

1. Weekly Quizzes – 20%

Weekly quizzes will help students identify key leaders, events, developments, and controversies within the global Pentecostal-charismatic movement. Starting Tuesday Sept 24, at the beginning of each in-class lecture, there will be a short objective test based on class lectures and assigned readings from the textbook. To facilitate your learning experience, students will receive the quiz questions in advance to enable them to review, discuss, or research the correct answers prior to the test. The quiz will become available on Populi at the beginning of each class. Since the questions are provided in advance, it is the expectation of the instructor that students should be able to answer all the questions correctly each week.

- Related to Learning Outcome #1
- Due Dates: at the beginning of each class (Sept 24, Oct. 1, Oct. 8, Oct 22, Nov. 12, Nov. 19, Nov. 26, Dec. 3, Dec. 10)

2. Reading Report #1 – 15%

This assignment is one paper in 2 parts (4 pages total), where students will describe the nature and characteristics of Canada's first Pentecostal revival and appraise its value in the contemporary Pentecostal context.

Part 1: Pneuma Article (2 pages)

Students will first read Sloos' *Pneuma* article "The Story of James and Ellen Hebden: The First Family of Pentecost in Canada," *Pneuma* (pages 181-202) (available in Populi) in its entirety and answer the following questions:

- Explain how Ellen and James were saved, how they met, and how they eventually became missionaries in Toronto, Canada.
- What are some of the challenges Ellen and James faced in their lives? How did they handle it? How did it shape their faith and ministry?
- Describe the Pentecostal revival at the East End Mission, how it started, its impact, how it was perceived, and how it faded.
- What is your personal assessment of the Hebden story and what things can we learn and apply in the contemporary context of faith and ministry?

Part 2: The Promise (2 pages)

Students will then read "The Promise" periodical (available in Populi) written by Ellen and James Hebden in 1907. "The Promise" is the earliest known Canadian Pentecostal publication. Using critical thinking, students are to identify 2-3 points of personal interest from the material and provide thoughtful analysis and interaction.

For this assignment, please adhere to the following guidelines:

- a) An introduction and conclusion are not necessary
- b) Cite page reference using footnotes
- c) Include Headings (i.e., Part 1: Pneuma Article / Part 2: The Promise)
- d) The student has the option whether to write in the first or third person
- e) Do not include a bibliography
- f) No other sources should be used
- g) Do not use the Bible or quote Bible verses
- h) Do not use personal stories

- i) Follow the MCS-Horizon Format Guide
 - Related to Learning Outcome #2
 - **Assignment length:** 4 pages (no more, no less).
 - **Due Date:** Thursday, Oct. 3 at 11:59PM ET

3. Reading Report #2 – 30%

In this assignment students will explain how the PAOC originated, developed, and matured as an organization. Begin by reading the book *Picture This! Reflecting on 100 Years of the PAOC* in its entirety, and then prepare a 4-5 page reading report.

Reading Affirmation Statement: At the beginning of your paper, create a stand-alone sentence affirming that the textbook has been thoughtfully read in its entirety.

From your reading of the text, answer the following questions:

- a) Explain how the PAOC began and developed and matured as an organization, both theologically and missionally.
- b) What are the key events and key people that shaped the development of the PAOC? How did these events shape the movement?
- c) What issues and challenges did the PAOC face in their development and how did they navigate through these challenges?
- d) What is your personal assessment of the PAOC story and what things can we learn and apply in the contemporary context of faith and ministry?

For this assignment, please adhere to the following guidelines:

- a) An introduction and conclusion are not necessary
- b) Cite page reference using footnotes
- c) Do not include a bibliography
- d) No other sources should be used
- e) Do not use the Bible or quote Bible verses
- f) Do not use personal stories
 - Related to Learning Outcome #3
 - **Assignment length:** 4-5 pages.
 - **Due date:** Thursday November 7 by 11:59PM ET

4. Research Paper OR Video Presentation – 35%

Students will select a subject within historical Pentecostalism and perform substantial academic research on the subject to evaluate its influence and impact on the movement.

OPTION #1: Major Research Paper

This 7-page major research paper must argue a thesis based on primary and secondary research.

- a) Topics for the paper are selected by the student in consultation with the instructor
- b) Create a title for your paper that reflects your topic (“Research Paper” is not a title)
- c) Use headings to clearly identify topical transitions in your paper

Developing a Thesis

- a) A thesis is an argument that can be supported by the available evidence
- b) Your thesis must be clearly stated in your introduction

- c) The remainder of your paper would then be committed to making a case or proving your thesis by providing primary and secondary source evidence and analysis

Here are a few examples of thesis statements for your convenience:

- a) “This paper argues that R. E. McAlister should be considered the Father of the Canadian Pentecostal Movement because of his pioneering leadership, national influence, and defense of the faith.”
- b) “*This paper argues* that the healing theology of early Pentecostals was centred on a flawed and unbalanced understanding of the atonement of Christ.”
- c) “*This paper argues* that early Pentecostal views regarding organization delayed the development and progress of the Canadian Pentecostal movement.”

Required Format for Your Paper

Title	“Research Paper” is not a proper title Make sure your title captures your topic and your readers’ interest
Page 1	Introduction and Thesis Statement Ensure thesis statement is clearly identified – i.e. “ <i>This paper argues...</i> ”
Pages 1-5	Build your case to support your argument with primary and secondary sources
Page 6-7	Synthesis of Material (what does it all mean? why is it important? what lessons can we learn and apply to contemporary ministry?)
Page 7	Conclusion – Restating/summarizing of thesis, main points, and conclusions

OPTION #2: Video Presentation

This 15-minute video presentation is a cohesive narrative (your voice) in a visual format containing connecting images, existing clips, new materials, and a narrator voice/text that creatively illustrates the selected area of research.

Developing a Key Question

- a) Like a thesis statement, the video option requires the student to create a key question to be answered by available primary and secondary source material
- b) Your key question must be clearly stated in the introduction of your video
- c) The remainder of your video would then be committed to answering your key question through a cohesive narrative in visual format

Here are a few examples of a key question:

- What is the Pentecostal history of Lakeshore Pentecostal Camp?
- Who is R. E. McAlister and how did he impact the Pentecostal movement?
- What is the Toronto Blessing?

Instructor’s Recommended Format for Your Video

Title	Make sure your title captures your topic and your readers’ interest
1-2 min	Hook: Grab your audience’s attention Present your introduction and key question
3-10 min	Build your Case: Guide your audience through a narrative visual presentation to explore your key question
11-13 min	Application: Move your audience towards meaningful application. To synthesize the material, ask the following questions: What does it mean? Why is it

important? What can we learn? What can we apply to our lives and ministries?
14-15 min Conclusion: What's the big 'take away' and main point for your audience to remember and apply.

- Note: It is the student's responsibility to ensure their video file is compatible and transferable to allow for proper grading. The video should be uploaded to a content hosting site like YouTube or OneDrive, and the link submitted to the teacher on Populi.

Possible Topics for Paper or Video

a) Degree of Difficulty: Low (ample primary source material available)

- The theology of William Seymour, William Durham, Aimee Semple McPherson, etc.
- The spirituality of early Pentecostals
- The nature of early revival meetings (Azusa St., Hebden Mission, Argue Home, etc.)
- The life and ministry of a typical Pentecostal pioneer

b) Degree of Difficulty: Moderate (sufficient primary source material available)

- The theology of Charles Fox Parham
- The life of a prominent Canadian or global Pentecostal leader or missionary
- The imminent eschatology of early Pentecostals
- Defining issues of early Pentecostals: Sanctification, Initial Evidence, or Oneness
- History and theology of xenolalia and glossolalia
- The controversial healing theology of Pentecostals (early, mid, or late era)
- The holiness roots of the Pentecostal Movement
- The emergence of the global Pentecostal Movement
- The emergence of the Charismatic Movement
- The emergence of the Third Wave Movement
- History and Theology of Hillsong

c) Degree of Difficulty: High (less primary source material available)

- The formation of the PAOC statement of faith
- The role of women in the early Pentecostal movement
- The role of music within early Pentecostalism
- The role of race within early Pentecostalism
- Controversies and scandals within Pentecostal history
- Recent or emerging trends or personalities or revivals in Pentecostalism

Note: Students may not choose the Hebdens as a topic for your major research paper.

Searching for Primary Source Material

- a) An excellent website to search for primary source material is the Assemblies of God Archives at <http://ifphc.org> - this is the largest digital Pentecostal archive in the world; search by going to "Collections" then "Digital Publications" then "Full Text Search." You should come up with many primary sources here.
- b) You can also visit the PAOC Archives located on the Mississauga MCS Campus site for a "hands-on research experience"; please plan your visit well in advance by contacting PAOC Archivist James Craig at archives@paoc.org; explain to him your research focus and he will

provide some assistance with primary resource material; don't forget to bring some cash for photocopying

- c) Find articles in Burgess, Van der Maas, eds. *New International Dictionary of Pentecostal and Charismatic Movements*. Grand Rapids, MI: Zondervan, 2001. At the conclusion of each entry, the author usually lists some primary source material that may be helpful to your research
- d) Check your textbooks and syllabus for primary source bibliographical entries
- e) For research on William Seymour and the Azusa Street Revival, a necessary primary source is "The Azusa Street Papers" (Together in Harvest Publications)
- f) Wikipedia is not a valid source and should not be included in our bibliography
- g) Given the varying degree of trustworthy religious websites, verify your source to ensure their academic validity and soundness

Bibliography

- a) Your Bibliography should have a minimum of 8 sources cited (not consulted)
- b) Included in your Bibliography should be a minimum of 2 primary sources cited

Quoting

- a) When quoting, make sure you introduce your reader to the author of the quote. For example: In his book, *Generation Z*, James Emery White affirms that "next generation ministries require a demonstration of authentic faith."
- b) Avoid just inserting quotes out of nowhere – your quotes should include author and context; I especially like when you agree/disagree with the author and interact with the material
- c) Do not over quote; 2-3 short quotes per page maximum
- d) For quotations that extend to more than five lines of prose, place quotations in a free-standing block of single-spaced text and omit quotation marks according to the MCS-Horizon Format Guide.
- e) Your entire paper should not have more than two block quotes
 - Related to Learning Outcome #4
 - **Assignment length:** 7 page paper or 15 minute video.
 - **Due date:** Thursday December 5 by 11:59PM

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, with the exception of the quizzes, VOD students have *the same* assignment due dates as in-class students. The weekly quizzes will be available for VOD students to take on Populi from the Tuesday that the quiz happens in class, through to Saturday at 11:59pm ET.
- Quiz Due dates: (Sept 28, Oct. 5, Oct. 12, Oct 19, Nov. 16, Nov. 23, Nov. 30, Dec. 7, Dec. 13*)

- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Saturday at 11:59pm each week, VOD students will post a 2-3 minute video report addressing the following items: 1) affirm you have watched the required recording for the last seven days, 2) summarize one thing you learned that week that will help you reach the course learning outcomes, 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 pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Course Work Summary/Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
Classroom time	30 hrs	N/A	
1. Weekly Quizzes	16hrs	The beginning of each class starting Sept 24	20%
2. Reading Report #1	10 hrs	Oct 3	15%
3. Reading Report #2	18hrs	Nov 7	30%
4. Research Paper or Video Presentation	21hrs	Dec 5	35%
Total =	95 hrs		

Assessment Rubrics

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

- ****October 28th-November 9th - No Classes – Reading Week/Module Week****
- First submissions of assignments will not be accepted after Fri Dec 13, 2024

Revision Week (Dec 16-20)

Revisions as required

- No resubmission of assignments will be accepted after Friday Dec 20, 2024.

COURSE OUTLINE

1. Introduction – Tue. Sept. 17 at 6pm

- Uncovering Early Pentecostalism in Canada (Miller, Rudd, Atter, Sloos)
- Key Terms – Handout (Anderson, Burgess, Van Der Mass, Stewart)
- Introductions and Syllabus Review

Reading for Next Class: Textbook Ch. 1, *The Pentecostal Century*

2. Pentecost in Historical Context – Tue. Sept. 24 at 6pm

Quiz #1 Key Terms Handout and Textbook Ch. 1, *The Pentecostal Century*

- Pentecost through Church History (Kydd, Hyatt, Burgess)

- B. The Legacy of the Reformation (Luther, Oberman, MacCulloch)
- C. The Rise in Evangelicalism (Rawlyk, Noll, Bebbington, Wolfe)
- D. The Cane Ridge Revival, Cane Ridge, KY 1801 (Barton Stone)
- E. The Layman's Revival, Hamilton, Ontario 1857 (Phoebe Palmer)

Reading for Next Class: Textbook Ch. 2, Pentecostal Roots

3. Doctrinal Antecedents – Tue. Oct. 1 at 6pm

Quiz #2 Previous Lecture and Textbook Ch. 2, Pentecostal Roots

- A. John Wesley and the Double Cure (Dayton, Wesley)
- B. The Holiness and Keswick Movements (Wacker, Synan, Robinson)
- C. The Healing Movement: Another Double Cure (Curtis, Opp, Hardesty)
- D. John Alexander Dowie – Christian Utopia in Chicago (Dowie, Lindsay)

Reading for Next Class: Textbook Ch. 3, The Azusa Street Revival

4. The Azusa Street Revival – Tue. Oct. 8 at 6pm

Quiz #3 Previous Lecture and Textbook Ch. 3, The Azusa Street Revival

- A. Charles Fox Parham: Father of the Pentecostal Movement? (Goff, Synan)
- B. William J. Seymour and the Azusa Street Revival (Robeck, Bartleman)

Reading for Next Class: Textbook Ch. 4, To the Regions Beyond

NO CLASS – Tue. Oct 15 – Instructor's Study Week at AGTS in Springfield, MO

5. Global Developments – Tue. Oct 22 at 6pm

Quiz #4 Previous Lecture and Textbook Ch. 4, To the Regions Beyond

- A. The Pentecostal Wheel Handout – Jesus is Coming Soon! (Johnson)
- B. Missionary Expansion (Anderson, Hollenweger, Burgess)
- C. Pentecostal Missionaries (Rudd, Miller, Synan, PAOC Archives)
- D. The Indian Revival (Ramabai, Burgess, Van Der Maas)

Reading for Next Class: Textbook Ch. 6, The Finished Work (focus on Oneness)

NO CLASS – Tue. Oct. 29 – Reading Week

NO CLASS – Tue. Nov. 5 – No Class (Module week)

6. Doctrinal Challenges – Tue. Nov. 12 at 6pm

Quiz #5 Previous Lecture and Textbook Ch. 6, The Finished Work

- A. Four Characteristics of Early Pentecostals
- B. The “New Issue” – Baptized in the Name of Jesus Only
- C. Oneness Pentecostals and the UPCI Movement (Reid, McAlister)

Reading for Next Class: Textbook Ch. 10, Spirit-filled Women

7. Organizational Development – Tue. Nov. 19 at 6pm

Quiz #6 Previous Lecture and Textbook Ch. 10, Spirit-filled Women

- A. PAOC Charter and Government (PAOC Archives, Sloos)

- B. Pentecostals and the National Association of Evangelicals (Synan)
- C. Education and Bible Colleges (PAOC Archives)

Reading for Next Class: Textbook Ch. 13, *Healers and Televangelists*

8. Healers and Televangelists – Tue. Nov. 26 at 6pm

Quiz #7 Previous Lecture and Textbook Ch. 13, Healers and Televangelists

- A. Emergence of the Pentecostal Healing Evangelist (Kydd, McNutt, Evangel)
- B. Aimee Semple McPherson (Blumhofer, Sloos)
- C. Oral Roberts (Roberts, Synan, Sloos)

Reading for Next Class: Textbook Ch. 9, *The Catholic Charismatic Renewal*

9. Second Wave Pentecostalism – Tue. Dec. 3 at 6pm

Quiz #8 Previous Lecture and Textbook Ch. 9, The Catholic Charismatic Renewal

- A. The Second Wave: The Charismatic Movement (Bennett, Rice, DuPlessis)
- B. Jesus People (Calvary Chapel, Lonnie Frisbee)
- C. New Music for the Movement (Andre Crouch, Keith Green)
- D. Famous Scandals (Oral Roberts, Jim Baker, Jimmy Swaggart)

Reading for Next Class: Textbook, Ch. 14 Streams of Renewal...

10. Third Wave Pentecostalism – Tue. Dec. 10 at 6pm

Quiz #9 Previous Lecture and Textbook Ch. 14, Streams of Renewal...

- A. The Third Wave: Power Evangelism (C. Peter Wagner, Kansas City Prophets, Trumpism)
- B. What is a Revival?
- C. Contemporary Revivals – Toronto, Brownsville, and Asbury Revivals
- D. How to Discern/Pastor a Move of God (including prayer for revival in class)

Academic Policies

General Assignment Guidelines

Please see the [MCS-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 Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

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.

MCS-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.

MCS-Horizon CBE 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 all 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 MCS-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 beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NY M		Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56

	Not yet meeting expectations		D-	0.7	50-52
			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.

Accessible Learning Services Information

MCS-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. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@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 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 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

MCS-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 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

Early Periodicals

Bridal Call (1918-1929)

Golden Grain (1926-1957)

Leaves of Healing (1894-1906)

The Apostolic Faith (September 1906 - May 1908)

The Apostolic Messenger (1908-)

The Good Report (1911-1913)

The Pentecostal Testimony (1920-)

The Promise (1907-1910)

Triumphs of Faith (1881-1949)

Recommended Works

- Anderson, Allan. *An Introduction to Pentecostalism*. Cambridge: Cambridge University Press, 2004.
- Goff, James R. Jr. and Grant Wacker, eds. *Portraits of a Generation: Early Pentecostal Leaders*. Fayetteville: University of Arkansas Press, 2002.
- Jacobsen, Douglas, ed. *A Reader in Pentecostal Theology: Voices from the First Generation*. Bloomington: Indiana University Press, 2006.
- Jacobsen, Douglas. *Thinking in the Spirit: Theologies of the Early Pentecostal Movement*. Bloomington: Indiana University Press, 2003.
- Opp, James. *The Lord for the Body: Religion, Medicine, & Protestant Faith Healing in Canada, 1880-1930*. Montreal: McGill-Queen's University Press, 2005.
- Robeck, Cecil M. Jr. *The Azusa Street Mission & Revival: The Birth of the Global Pentecostal Movement*. Nashville: Thomas Nelson, 2006.
- Stewart, Adam, ed. *Handbook of Pentecostal Christianity*. DeKalb: Northern Illinois University Press, 2012.
- Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge: Harvard University Press, 2001.

Books

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Appendix

Instructor's Online Gravesite Catalogue of Early Canadian Pentecostal Pioneers

Find catalogued listings at findagrave.com

(Listings in bold are gravesites that are still to be identified)

Female Pioneers (not a complete list)

1. ARGUE, Zelma (1900-1980)
2. BINGEMAN, Ethel Leah Hallman (1888-1975)
3. **BOOTH-CLIBBORN DEMAREST, Victoria (1889-1982)**
4. CHORLEY, Alice Mary (1884-1978)
5. CUNNINGHAM, Mabel Florence (1885-1980)
6. CRESSMAN, Annie (1913-1991)
7. DAVIS, Susie J. (1884-1962)
8. DAVIS, Caroline L. (1884-1976)
9. ELLIS, Lillie Maud (1923-1992)
10. GARRIGUS, Alice Belle (1858-1949)
11. GILLESPIE, Jessie (1876-1954)
12. HAIST, Coralee (1889-1976)
13. HEBDEN, Ellen Hebden (1865-1923)
14. JAMIESON, Ethel Leah (1888-1975)
15. KELLER, Marion (1889-1953)
16. McALISTER, Laura Ella (1886-1977)
17. McLEOD, Sadie Margaret (1915-1999)
18. McPHERSON, Aimee Semple (1890-1944)
19. MORRISON, Mary Louella (1895-1979)
20. MORRISON, Laura May (1896-1979)
21. NYGAARD, Sophia (1885-1976)
22. PARDO, Blanche Marie (1904-1979)
23. POOL, Sarah Ann (1862-1913)
24. PRESTON, Ann (Holy Ann) (1810-1906)
25. SHARPE, Jean Elizabeth (1877-1969)
26. SIMS, Beatrice Lindley (1890-1962)
27. SWANSON, May Violet (1898-1984)
28. WARD, Lettie May (1892-1961)
29. YEOMANS, Lilian Barbara (1861-1942)

Male Pioneers (not a complete list)

1. ADAMS, Albert E. (1877-1936)
2. ARGUE, Andrew Harvey (1868-1959)
3. ARGUE, Robert Milton (1916-2009)
4. ATKINSON, George (1891-1949)
5. ATTER, Arthur Manley (1874-1937)
6. ATTER, Gordon Francis (1905-1997)
7. BAKER, Charles Edward (1872-1947)
8. BALL, John T. (1874-1955)
9. BELLSMITH, Frederic Marlett (1872-1948)
10. BENHAM, Rev. Dr. Charles Orville (1891-1974)
11. BLAIR, John Harold (1898-1971)
12. BODDY, Alexander Alfred (1854-1930)
13. BOMBAY, Richard Gerald Austin (1910-1994)
14. BUNTAIN, Daniel Newton (1888-1955)
15. BURSEY, Ananias Stanley (1906-1990)
16. CADWALDER, Hugh Maurice Sr. (1891-1973)
17. CANTELON, John Elmer (1880-1968)
18. CHAMBERS, George Augustus (1879-1957)
19. CHAWNER, Dr. Austin (1903-1963)
20. CHAWNER, Charles Wm Henry (1865-1949)
21. CHORLEY, Frederick Leonard (1878-1953)
22. CLEMENS, Ernest (1877-1959)
23. CROSS, Clarence Lancelot (1888-)
24. DAY, Charles Frederick (1894-1983)
25. DRAFFIN, William Lloyd (1888-1936)
26. EASTMAN, Robert (1901-1990)
27. EBY, Rev. Solomon (1834-1931)
28. EGGLETON, Harry (1902-1977)
29. **ENGLISH, Robert C. (1886-1942)**
30. FAUGHT, James Harry (1925-2005)
31. FISHER, George Edward (1853-1924)
32. FOUND, William Henry (1900-1960)
33. GOSS, Howard Archibald (1883-1964)
34. GREENWOOD, Wilbert Beaton (1908-1993)
35. HARROW, John M L (1873-1920)
36. HART, John Lewis (1883-1968)
37. HEBDEN, James (1860-1919?- unknown)
38. HORNER, Ralph Cecil (1853-1921)
39. HUGHES, John Albert (1894-1952)
40. JAMIESON, Robert (1868-1961)
41. JOHNSTONE, Thomas "Tom" (1903-2002)
42. JONES, Sidney Percy (1880-1972)
43. KAUFFMAN, Ivan (1885-1934)
44. KELLER, Otto (1888-1942)
45. **KING, Roy D. (1928-)**
46. KULBECK, Earl N. O. (1909-1982)
47. LATTO, Thomas T. (1886-1969)
48. LEBROCQ, Philip C. (1888-1976)
49. LYNN, Carman W. (1917-2014)
50. MacKNIGHT, James Montgomery (1931-2007)
51. MADDAFORD, Francis R. (1879-1933)
52. McALISTER, David (1882-1951)
53. McALISTER, Harvey (1892-1978)
54. McALISTER, Hugh John (1902-1955)
55. McALISTER, John (1872-1943)
56. McALISTER, Robert Edward (1880-1953)
57. McALISTER, Walter Elmo (1897-1991)
58. McPHERSON, Willis Hector Grant (1908-1969)
59. MONTGOMERY, James A (1903-1989)
60. MORRISON, John Elmor (1896-1965)
61. MORRISON, Vernon Roy (1900-1975)
62. MUNROE, Alexander (1885-1950)
63. MURRAY, George Andrew (1859-1909)
64. NELSON, Clifford William (1900-1982)
65. PATTISON, Arthur Miles (1865-1928)
66. PERKINS, John Moore (1866-1949)
67. POCOCK, William (1868-1945)
68. PRICE, Charles Sydney (1887-1947)
69. PURDIE, James Eustace (1880-1977)
70. RANDALL, Herbert Edward (1865-1938)
71. RATZ, Charles Arthur (1907-2008)
72. RICHARDS, Albert Graydon (1919-1995)
73. RUDD, Douglas (1919-2007)
74. SALMON, John (1831-1918)
75. SAUNDERS, John Dennis "Jack" (1876-1962)
76. SCRATCH, Carman Clare (1902-1974)
77. SEMPLE, Robert (1881-1910)
78. SIMPSON, Albert Benjamin (1843-1919)
79. SKINNER, James (1904-1992)
80. SLAGER, George Christian (1886-1968)
81. SMALL, Franklin (1873-1961)
82. SMITH, Campbell Bannerman (1900-1961)

83. SPENCE, John Rutherford (1880-1976)
84. SPILLENAAR, John (1916-2003)
85. STERNALL, Reuben Eby (1885-1982)
86. STILLER, Carl Hilmer (1910-1971)
87. STORY, Carlos A. C. (1882-1961)
88. STORY, Franklin Gustavas Monkhouse (1882-1959)
89. STRONG, Tom Alexander (1895-1974)
90. SWANSON, James (1891-1940)
91. TILTON, Stewart Royden (1900-1977)
92. UPTON, George Rolland (1900-1988)
93. VATERS, Eugene (1898-1984)
94. VAN LOON, Harry (1880-1920)
95. WARD, Alfred George (1881-1960)
96. WORTMAN, Dr. Charles M. (1892-1968)
97. YATES, Charles (1926-2014)
98. YOUNG, Frederik Wilmer (1882-1968)