

CH 525 PENTECOSTAL HISTORY

3 Credit Hours ~ Graduate Level

Fall 2014

October 20-24, 2014

Rm. 212 (Vanguard College), Monday-Friday 8:00-3:30pm

Instructor: Dr. Van Johnson (Dean, Master's Pentecostal Seminary)

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COURSE DESCRIPTION

The course attempts to analyze the nature and the impact of the Pentecostal/charismatic movement. The lectures, while including a section on the Pentecostal Assemblies of Canada (Canada's largest Pentecostal denomination), examine the global impact of this worldwide movement. The movement is traced as to its scope and variety in both Pentecostal and non-Pentecostal circles and analysed in terms of the factors related to its widespread acceptance.

LEARNING OUTCOMES

At the end of the course, the student will:

- Identify the theological tenets, central figures and catalytic events involved in both the emergence of the Pentecostal movement and its spread;
- Identify about the diversities and commonalities of the global Pentecostal/charismatic movement;
- Appreciate that personal sacrifice was not only integral to the emergence of the Pentecostal movement, but continues to be an essential element for renewal to continue;
- Minister within his/her church setting, whatever the denominational affiliation, with a renewed desire to be empowered and led by the Holy Spirit.

COURSE REQUIREMENTS

A. Required Reading

1. Miller, T. Edited by W. Griffin. *Canadian Pentecostals. A History of the Pentecostal Assemblies of Canada*. Toronto, ON: Full Gospel Publishing House, 1994.
2. Robeck, C.M. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville, TN: Thomas Nelson, 2006.
3. Cox, H. *Fire From Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-first Century*. Boston, MA: Da Capo Press, 2001.
4. Early Pentecostal journal/newsletter (to be distributed on the first day of class).
5. Anderson, Allan. [*An Introduction to Pentecostalism: Global Charismatic Christianity*](#). Cambridge, UK: Cambridge University Press, 2004. ISBN: 0521532809.

B. Recommended Reading

- Anderson, Allan. *An Introduction to Pentecostalism: Global Charismatic Christianity*. Cambridge, UK: Cambridge University Press, 2004.
- Blumhofer, E. *Aimee Semple McPherson: Everybody's Sister*. Grand Rapids, MI: Eerdmans, 1993.
- McGee, G., ed. *Initial Evidence. Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Peabody, MA: Hendrickson, 1991.
- Miller, D., and T. Yamamori. *Global Pentecostalism: The New Face of Christian Social Engagement*. Berkeley, CA: University of California Press, 2007.
- Wacker, G. *Heaven Below. Early Pentecostals and American Culture*. Cambridge, MA: Harvard University Press, 2001.
- Wilkinson, M., ed. *Canadian Pentecostalism: Transition and Transformation*. Montreal, PQ: McGill-Queen's University Press, 2009.
- _____, and P. Althouse, eds. *Winds from the North: Canadian Contributions to the Pentecostal Movement*. Leiden, Netherlands: Brill Academic Publishers, 2010.

ATTENDANCE POLICY

- *See Appendix I
- *For each unexcused late 1% will be deducted from the final grade.
- *Any attendance or late marks will be deducted once the final grade has been submitted to the Registrar.

ASSIGNMENT POLICY

- a. Assignments are due on the due date in the syllabus.
- b. Any extensions must be formally requested in writing to the professor and are at the discretion of the professor.
- c. Any assignment handed in late will be deducted 10% in week 1 and 20% in week 2. After this point, the assignment will be given a maximum grade of **60%**.
- d. One week will be considered to be 7 days from the original due date and due time.
*The date on which assignments are delivered must be clearly marked on them.

ACADEMIC INTEGRITY STATEMENT

Honesty and integrity are essential to the academic and college community. It is wrong to attempt to deceive others to believe that you have completed something that you have not. Students are required to be aware of the following:

1. Plagiarism and cheating are serious academic offences subject to penalty.
 - a. Plagiarism or cheating will result in either 40% on the assignment, 0% on the assignment, or 0% on the assignment and automatic failure of the course.
 - b. Additional details concerning plagiarism and cheating may be found in the Student Handbook.
2. Submission of a Reading Log indicates that you have indeed read all of the required reading.

SUBMISSION OF ASSIGNMENTS

Written assignments to be submitted electronically to the Teaching Assistant, Ben Wright, bentheta@mpseminary.com, by midnight on the due date

Only exception: please submit a paper copy for the early Pentecostal newsletter analysis on Thursday, October 23.

COURSE SCHEDULE: CONTENT AND DISCUSSION SCHEDULE

Monday

1. Prologue
 2. Matrix of C20th Pentecostal Movement
 - A. Beyond the Upper Room - The Charismata Through the Centuries
 - B. Great Awakening
 - C. C19th Holiness Movement
 - D. Irvingites: Pentecost in the 1830's – Dress Rehearsal
 - E. Charles Parham, R. C. Horner
- Discussion: strengths and weaknesses of Pentecostal movement

Tuesday

3. Tale of 4 Cities: Beginnings of Pentecostalism in North America
 1. LA, Azusa Street Mission
 2. Toronto
 3. Chicago
 4. Winnipeg
 4. Pentecostal Wheel: Defining Early Pentecostalism
- Intro: Pentecostalism as an Oral Culture
- A. Apocalyptic Eschatology
 - B. Spirit Baptism
 - C. Restoration of the Gifts of the Spirit
 - D. Revival/Missionary Movement
 - E. Value-oriented Social Movement
 - F. Inclusive
- Discussion: *The Azusa Street Mission and Revival*, C. M. Robeck

Wednesday

4. Wheel (continued)
 5. Global Spread of the Pentecostal Flame
 - A. United States
 - B. Canada
 - C. Europe
 - D. Other areas: Overview
- Discussion: If the Pentecostal Wheel represents early Pentecostalism, where are we at today?

Thursday

6. Transition From Revival Movement to Denomination
 - A. Impetuses toward Organization
 - B. Birth of Denominations in North America
 1. Assemblies of God
 2. Pentecostal Assemblies of Canada
 3. Pentecostal Assemblies of Newfoundland
 4. Church of God (Cleveland, TN)
 5. Church of God in Christ
 6. United Pentecostal Church (Oneness pentecostalism)
 7. Maturation of a Pentecostal Denomination: PAOC
 - A. From Revival to Denomination
 - B. Latter Rain Schism, 1940s
 - C. Attempts to Remain True to Pentecostal Roots
 8. Pentecostal Spirituality
- Discussion: Report/Presentation: early Pentecostal journal

Friday

9. The Charismatic Renewal & Third Wave
 - A. Pentecostal Influences Leading to Charismatic Renewal
 - B. Charismatic Renewal-- "The Second Wave"
 - C. "The Third Wave"-- Vineyard Movement
 10. An Assessment of the Impact of C20th Pentecostal Movement
 - A. Pentecostalizing of the Church
 - B. Evangelicalizing of the Pentecostals
 - C. Culture and Pentecostalism
- Discussion: Future of Pentecostalism

SUMMARY OF ASSIGNMENTS AND GRADING

- | | |
|--------------------------------------|-------|
| 1. Book reports | (25%) |
| 2. Journal analysis and presentation | (15%) |
| 3. Research Project | (35%) |
| 4. Final Reading/Analysis assignment | (25%) |

GRADUATE CREDIT

1. For graduate credit, one additional book and written report will be required:
Anderson, Allan. [*An Introduction to Pentecostalism: Global Charismatic Christianity*](#).
Cambridge, UK: Cambridge University Press, 2004. ISBN: 0521532809. This book will be due **November 7, 2014**.
2. The three book reports will be worth 10% each (instead of 2 reports at 12.5%), and the extended analysis of "Fire From Heaven" will be worth 20% (instead of 25%).
3. All assignments will be graded at a level consistent with graduate work.

ASSIGNMENTS AND GRADING

1. Reading and Writing (30%)

Complete readings 1, 2 and 5 and write a 4-5 page book report (double-spaced) on each of them (10% each). To demonstrate that you have read thoughtfully, first summarize the content in 1-1.5 pages (including a short bio on the author), then respond to what you have read.

For the summary, describe what the author has attempted to do and how he/she went about it. The description should be written so that someone unfamiliar with the book would understand what it discusses. For the response, describe 2-3 aspects of the work that you find particularly engaging, and whether you find the arguments and evidence convincing, and/or how the reading is applicable to your present/future ministry.

Due Date: Books 1 & 2 are due by midnight on **Saturday, October 18, 2014** (Edmonton time).
Book 5 is due by midnight on **Friday, November 7, 2014** (Edmonton time).
All book reviews are to be emailed to the TA (Ben Wright)

*See appendix II for Book Review Evaluation Rubric.

2. Analysis and Presentation (15%)

Read and write a summary of 2 early Pentecostal journals (these will be distributed in class).

First: *The Apostolic Faith* (Sep 1906) – all students will read this newsletter--

To get a head start on this, the first edition of *The Apostolic Faith* (the periodical of the Azusa Street Mission) is available online: type "Azusa Street Papers" or go to:
<http://www.azusabooks.com/links.shtml#paper>

Second: students will be assigned one other early newsletter, and work on them in groups.

Instructions: produce a 3-page written response, in point form:

Page 1: summary of content and layout of *The Apostolic Faith*, Vol. 1 (Sep 1906);
Page 2: summary of content and layout of a second newsletter;
Page 3: comparison of the two newsletters.

Analyze the newsletters by categorizing their content. The 3 primary categories are: 1) News, 2) Testimony, 3) Teaching (you can develop these or add other categories). How much space is given to each category, and what are the topics in each category? What appears on the masthead, in other words, what does the top section of the newsletter tell you about how the editors understood their movement? Are certain Scriptural texts given prominence, both in the masthead and in the rest of the newsletter? Other observations about the newsletters are encouraged.

Oral Component: each group will give a brief description of the second newsletter and draw comparisons between it and *The Apostolic Faith* (i.e., summarize pages 2 and 3 of your report). This will take place on Thursday, October 23, 2012. Groups and assigned newsletters will be determined on Monday, October 20.

Due Date: Please hand this assignment (hard copy) to the instructor on Thursday, October 23 (15% total = 10% for the written work, 5% for the oral component)

3. Research Assignment (35%)

The assignment is to prepare a lecture that would be given in an adult Sunday school class. Lecture notes may be given in point form, but with full footnotes and bibliography (average length is 7-10 pages of notes, double-spaced). Research in primary and secondary sources will be expected, and use of sources should be documented.

If you want some feedback on your work before your final submission, then email a first draft by November 15. This will give you an opportunity to incorporate suggestions before submission of the paper.

The final draft is due on December 6th (Saturday) at midnight. Please email this assignment to the TA, Ben Wright.

Potential research topics include:

- The attitude of Canadian Pentecostals towards war 1910-1950
- The Latter Rain Movement of 1948 and its impact in Canada
- Early Pentecostal attitudes towards organization and why they changed
- The early (from its beginnings until 1925) emphasis on the Baptism of the Holy Spirit in the Pentecostal movement in Canada
- How the nature of early Pentecostal missions was informed by their belief in tongues and the imminent return of Christ
- The work of Pentecostals in the Prairies (choose a specific region)
- The PAOC's response to the Charismatic Movement (1960-1980) as seen in the Pentecostal Testimony
- The spirituality of the early Pentecostals
- The role of women in the early Pentecostal movement
- The life and ministry of a Pentecostal/charismatic pioneer
- The battle over Pentecostal distinctives (either in early or recent Pentecostalism)
- Roots of Pentecostalism: catholic, reformed, holiness
- A survey of the Pentecostal movement
- A survey of the Charismatic movement / Third Wave
- The changing emphasis of the Baptism of the Holy Spirit as seen in the Pentecostal Testimony

For primary sources, the student is encouraged to contact the archives of the Pentecostal Assemblies of Canada (Mississauga). The lecture form of the final product will encourage the use of this material in teaching. The archivist is James Craig. Contact the archives: phone 905-542-7400, ext. 5282; email jamescraig@sympatico.ca.

Due Date: The final draft is due on Saturday, December 6th at midnight.
Please email this assignment to the TA, Ben Wright.

*See appendix III for Teaching Outline Rubric Review Evaluation Rubric.

4. Final Reading Assignment and Extended Analysis (20%)

Complete reading #3 - *Fire From Heaven* by Harvey Cox.

NOTE: Do not read Harvey Cox's *Fire From Heaven* until after you have read the other course texts.

Instructions:

Introduce the author/book and summarize the content in 2-2.5 pages. Provide some biographical information on the author, including his academic credentials, his primary areas of research, his other noteworthy scholarly contributions, his denominational background, etc.

With the perspective that you have gained from **readings** (Miller, Robeck, early journals) and **lectures**, evaluate Cox's appraisal of the nature of Pentecostalism in 5-6 pages. No other resources are needed other than what the student has already read and studied during the course. Ask yourself: do you see yourself in Cox's understanding of Pentecostalism? As someone looking in from the outside, are there elements of our movement that Cox sees clearly? Are there misrepresentations? Does Cox's research line up with the material you've studied in this course?

Your final product will be an 8-10 page extended analysis book review of Harvey Cox's *Fire From Heaven*.

Due Date: To be emailed to the TA by midnight, Nov 3-- bentheta@mpseminary.com

* See appendix IV for the Book Analysis Rubric

GRADING SYSTEM

*See Taylor Seminary Catalogue (Undergraduate students refer to Appendix V)

COURSE BIBLIOGRAPHY

*See Appendix VI

APPENDIX I

NOTE: *This is a cross-listed course for Taylor/Vanguard. The following attendance policy does not apply to Taylor students who are taking this course for graduate credit. It applies only to undergraduate students of Vanguard College. Please refer to the Taylor Seminary catalogue for current policies for Taylor students.*



ATTENDANCE POLICY

Modular Courses

- Students missing a full day (or equivalent) of a modular course, due to an excused absence, will be assigned extra work.
- Students missing a full day (or equivalent) of a modular course, due to a non-excused absence, will fail the course.
- For each unexcused late, 1% may be deducted from the final grade at the discretion of the professor.
- Any unexcused absence will be penalized at 5% per hour.
- Students may request to voluntarily drop a course up until Wednesday at 8:00 a.m.
- Students may also obtain an excused absence in the case of bereavement, family emergency, or illness (with a doctor's note provided), but there are no unexcused absences without penalty permitted.
- Professors may implement a stricter policy for their courses; however, they must/will not apply a more lenient policy.
- Attendance deductions will be taken off the final grade.

APPENDIX II

BOOK REVIEW EVALUATION RUBRIC

Areas of Evaluation/ Demonstrated Level	D	C	B	A
1. Reading Comprehension	Writing shows little to no understanding of the main purpose and ideas of the text.	Writing shows vague understanding of the main purpose and ideas of the text.	Writing shows some understanding of the main purpose and ideas of the text.	Writing shows very strong understanding of the main purpose and ideas of the text.
2. Critical Analysis	Writing demonstrates little to no knowledge and application of critical reading strategies: fails to analyze the methodology/content/ applicability of the text and to use textual examples to illustrate analysis.	Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/ applicability of the text is vague and there is little to no textual example to illustrate analysis.	Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/ applicability of the text but too few textual examples to illustrate analysis.	Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/ applicability of the text and using textual examples to illustrate analysis.
3. Unity & Organization	Writing is not unified through organized sentences & focus on the goal of this assignment (critical analysis of the methodology/content/ applicability) is missing.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment (critical analysis of the methodology/content/ applicability of the text) is weak.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.
4. Grammar and Style	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear though there are reoccurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

APPENDIX III

TEACHING OUTLINE RUBRIC REVIEW EVALUATION RUBRIC

	A	B	C	D
Content/Structure	Teaching outline demonstrates an excellent grasp of the subject and presents material effectively in a reasonable order.	Teaching outline demonstrates a good grasp of subject matter and presents material in a reasonable order.	Teaching outline demonstrates a fair grasp of subject matter and presents material in a somewhat reasonable order.	Teaching outline shows little comprehension of subject and presents material in a haphazard fashion.
Clarity	All primary terms are defined clearly; statements are well crafted; and there is a minimum of spelling and grammatical issues.	Most primary terms are defined; statements are clear; there are some spelling and grammatical issues.	Some primary terms are defined; statements sometimes lack clarity; spelling and grammatical issues somewhat affect clarity.	Terms undefined; many statements are unclear; and spelling and grammatical issues make meaning unclear.
Resources	Demonstrates superior choice and use of resources necessary to create a quality teaching outline (mix of dictionary articles and monographs, 10-15 sources used and cited).	Demonstrates good choice and use of resources to create a quality teaching outline (mix of dictionary articles and monographs, 7-10 sources used and cited).	Demonstrates limited selection of sources and ineffective use of some of them (4-6 sources used and cited).	Demonstrates little research and ineffective use of sources.
Context	Insightful presentation of the larger context of the subject material so that comprehension of the lecture is enhanced.	Good presentation of the larger context of the subject material so that comprehension of the lecture is enhanced.	Little presentation of the larger context of the subject material.	No presentation of the larger context of the subject material.

APPENDIX IV

BOOK ANALYSIS RUBRIC

	A	B	C	D
Analysis of Document	Offers in-depth analysis and interpretation of the document; correctly identifies author's key theological positions and overall perspective.	Offers accurate analysis of the document, identifies author's key theological positions and overall perspective.	Demonstrates only a minimal understanding of the document, identifies one of the author's theological positions and seems largely unaware of the overall perspective of the writer.	Reiterates one or two facts from the document but does not demonstrate an understanding of the author's theological position.
Knowledge of Historical/Theological Context	Shows evidence of understanding the context the author refers to.	Shows some evidence of contextual understanding.	Limited use of previous historical knowledge.	Little indication of historical understanding.
Assessment of strengths and weaknesses of author's argument	Demonstrates an ability to evaluate the strengths and weaknesses (truth and errors) of the author's arguments based on the material reviewed in the course. Makes appropriate, insightful and powerful connections between author's arguments and the concepts learnt.	Evaluates strengths and weaknesses of author's arguments. Appropriately links assessment to course material .	Inaccurate or incomplete evaluation of strengths and weaknesses of author's arguments. Attempts at relating analysis to course material is weak and incomplete.	Provides some evaluation of strengths and weaknesses of author's arguments but link s between analysis and course material inaccurate and/or inappropriate.
Recommendations	Makes realistic, appropriate and insightful recommendations to improve or clarify the author's position in light of the theological principles presented in the course. Supporting arguments clearly articulated with strong link to theory.	Makes realistic and appropriate recommendations to improve or clarify the author's position in light of the theological principles presented in the course. Supporting arguments present.	Makes some recommendations to improve or clarify the author's position Recommendations not well supported and connection with course material unclear.	Makes a few unsupported recommendations.

APPENDIX V

NOTE: This is a cross-listed course for Taylor/Vanguard. The following description of Alpha Grades does not apply to Taylor students who are taking this course for graduate credit. It applies only to undergraduate students of Vanguard College. Please refer to the Grading System listed in the Taylor Seminary catalogue.



ALPHA GRADE DESCRIPTIONS

The following chart contains the Alpha Grad Descriptions adopted as of June 2005 as the standard for marking assignments and courses at Vanguard College. Purely objective assignments and most exams will continue to be marked using percentage grades. All other assignments will be assigned a letter grade based on the following Alpha Grade Descriptions.

To interpret an assigned mark simply read the Alpha Grade Description assigned to that letter grade. Percentage conversions for calculating final marks will be based on the middle number for each grade, e.g. an assignment given a B grade will be calculated at 84.5%.

ALPHA GRADE	GRADE POINT AVERAGE	PERCENT	ALPHA GRADE DESCRIPTION
A+	4.0	97-100	Exceptional Work- An "honourific" grade. Demonstrates a complete and comprehensive understanding of the subject matter, full mastery of all concepts and skills including interpretive, analytical, stylistic and grammatical skills, and evidences a striking intellectual initiative and originality.
A	4.0	93-96	Superior Work- A superior grasp of the subject matter. Conceptual ability and skills including interpretive, analytical, stylistic and grammatical skills are consistently at a high level. Shows intellectual initiative and originality.
A-	3.7	90-92	Very Good Work to Superior Work - A very good grasp of the subject matter. Conceptual ability and skills, including interpretive, analytical, stylistic and grammatical skills are moving toward a consistently high level. Shows some intellectual initiative and originality.
B+	3.3	87-89	Strong Work - Substantial understanding of subject matter and concepts. Good to very good interpretive and analytical skills. Stylistic and grammatical skills meet or exceed acceptable college requirements. All course objectives and requirements achieved.
B	3.0	83-86	Good Work - Substantial understanding of subject matter and concepts. Good interpretive and analytical skills. Stylistic and grammatical skills meet acceptable standards at a college level. All course requirements and objectives achieved.
B-	2.7	80-82	Average to Good Work - Average to above average understanding of subject matter and concepts. Average to above average interpretive and analytical skills. Relatively few stylistic and grammatical errors. All major course requirements and objectives achieved.
C+	2.3	77-79	Average Work - Average understanding of subject matter and concepts. Average interpretive and analytical skills. May struggle with some grammatical and stylistic skills. All major course requirements and objectives achieved.
C	2.0	73-76	Acceptable Work - A basic understanding of subject matter and concepts. Fair but not necessarily good interpretive and analytical skills. Other skills may be fair or incomplete. Some major and /or minor objectives of the course may not be complete.

C-	1.7	70-72	Minimally Acceptable Work - Some understanding of subject matter and concepts and only partial development of relevant skills. Some major and/or minor objectives of the course may not be complete.
D+	1.3	67-69	Unsatisfactory Work - Unsatisfactory understanding of subject matter and concepts. Weak skill development. May have significantly weak stylistic and grammatical skills. Major course requirements may be incomplete or poorly done*.
D	1.0	63-66	Poor Work - Weak understanding of subject matter and concepts. Marginal skill development. May have significantly weak stylistic and grammatical skills. Major course requirements may be incomplete or poorly completed*.
D-	0.7	60-62	Marginal Work - Work is marginal in all areas. Significant portions may be at a failing level. Major course requirements may be incomplete*.
F	0.0	35-59	Insufficient evidence of a minimal understanding of course matter and concepts, insufficient evidence of minimal skill development and interpretive and analytical ability. May have failed to achieve major and minor objectives of the course.

* Some professors require all major course requirements to be complete and will not assign a passing grade until all assignments or work is complete within the stated time limit

APPENDIX VI

BIBLIOGRAPHY

Journals

Asian Journal of Pentecostal Studies (1998-).

Journal of the European Pentecostal Theological Association (1982-).

Journal of Pentecostal Theology (1992-)

Paraclete: A Journal Concerning the Work of the Holy Spirit (1967-95)

Pneuma: The Journal of the Society for Pentecostal Studies (1979-)

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Australasian Pentecostal Studies @ www.aps.webjournals.org (1998-)

Canadian Journal of Pentecostal-Charismatic Christianity @
<https://journal.twu.ca/index.php/CJPC/index> [first issue yet to be published]

Cyberjournal for Pentecostal-Charismatic Research @ www.pctii.org/cyber (1997-)

PentecoStudies: The Online Journal for the European Research Network on Global Pentecostalism @
www.glopent.net/pentecostudies (2002-)

Encounter: Journal for Pentecostal Ministry @ www.agts.edu/encounter/about.html (2004-)

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Barrett, David B., George T. Kurian, and Todd M. Johnson. *World Christian Encyclopedia*. Second Edition. Oxford: Oxford University Press, 2001.

Burgess, S. and E. Van der Maas, eds. *The New International Dictionary of Pentecostal and Charismatic Movements*, Revised Edition. Grand Rapids, MI: Zondervan, 2002.

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Taylor Seminary Course Location: **Vanguard College** 12140 103 St., Edmonton AB T5G 2J9
www.vanguardcollege.com

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- _____. *Restoring the Faith: The Assemblies of God, Pentecostalism, and American Culture*. Chicago: University of Illinois Press, 1993.
- _____. *Aimee Semple McPherson. Everybody's Sister*. Grand Rapids, MI: Eerdmans, 1993.
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Note:

There is also a list of periodicals in the April 1936 issue of our Pentecostal Testimony as written by Argue talking about all the newsletters and other materials flooding his mail box in Winnipeg.

1. "The Good Report" - McAlister

Vol 1 # 1 May 1911 - Original - Ottawa

Vol 1 # 3 1912 - copy -bad - Ottawa

Vol 2 # 1 - June 1913 - copy good - Ottawa

The rest of the Good Report are issued in Los Angeles and include copies form 1913 and 1914

2. The Revival Broadcast - Winnipeg MB - Might be Argue - He's on the front cove of # 1

Vol 1 # 1 Dec 1923 - Original

Vol 4 # 4 April 1927 - Original

3. Living Waters - Winnipeg Old Knox Church - Frank Small

Copies only:

Vol 1 # 1 Early 1918, #2 June 17, 1918

Vol 4 # 3 Nov 1924; #4 Apr 1924

Vol 1 # 4 April 1941; # 6 Feb 1944; # 8 March 1945; # 10 Sept 1946; # 8 March 1951,

4. Living Waters Periodical - Frank Small Editor and Publisher (*Like a small magazine format)

Vol 1 # 1 Jan 1930

May 1937

Jan 1937

5. The Promise - Hebden

Originals # 1 May 1907; # 2 June 1907; # 12 Feb 1907; # 15 Mar 1910;

6. The Apostolic Faith - copies by Charles Parham

7. The Apostolic Faith – Azusa St Mission Papers – off the web and also a reproduction of the papers in a booklet form. Very Attractive book; Large size

8. Apostolic Church Advocate – Frank Small

Copies of # 5 & 6 Vol 1 September 1926

9. Latter Rain Evangel – Chicago

Partial copies of Vol 2 # 8 – May 1910; # 10 July 1910
Original; of Vol 26 # 11 Aug 1934

10. Abundance of Grace – no author - copies of Apr 1910, Aug-Oct 1911; Nov-Dec 1911

11. Household of God – Wm Manly – Drayton Ohio

Copies of issues from Sept 1906 – Apr 1910 (10 issues)

12. Apostolic Messenger – Argue – Winnipeg

Vol 1 # 1 Feb –March 1908 – copy only

13. Household of Truth – Kerley – Houston TX 1947 copies of several issues

14. Pentecostal Testimony – Durham

Vol 1 # 8 original
Copies of 3 other issues

15. Meat in Due Season – L.A. copies of Vol 1 # 5 Dec 1915; # 13 June 1915

16. The Pentecost – Indianapolis – Indiana – Flower and Quinn

Copies of articles for Aug 1908 to Feb 1910 – copies only

17. Trust – Elim Faith Work

Copies from May 1910 to Feb 1914

18. Saskatchewan Revival News – 1921 – copy (newspaper size)

19. Confidence – A Pentecostal Paper for Great Britain – Original – July 1909 Vol 2 # 7

20. Other US Publication are copies only.

History of Pentecostalism. While modern-day Pentecostals, a movement belonging to Christianity in the Protestant tradition, trace their history back to the New Testament book of Acts, the present-day expression of their movement originated in the early 20th century. Influenced by the Holiness Movement, a trend prevalent in late 19th century Methodism, Pentecostal Christianity emphasizes moral living in conjunction with special gifts from the Holy Spirit. While there are historical reports of certain charismatic manifestations occurring in the United States from 1850 to 1900, their duration was History of Pentecostalism in India. Pentecostalism in Australia.

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