INTRODUCTION TO PENTECOSTALISM  
PENT 0501W

SEPTEMBER 14 TO DECEMBER 11, 2009  
WEB BASED

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I. COURSE DESCRIPTION

This course attempts to analyze the nature and the impact of the Pentecostal/charismatic movement of the twentieth century. 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 analyzed in terms of the factors related to its widespread acceptance.

The online version of the course differs from the classroom version primarily in the way content is accessed. The student is required to do extensive readings to become familiar with the course content. Leanings from the readings are then used to provide feedback to the Professor in a variety of ways including online submissions and discussions.

II. LEARNING OUTCOMES

At the conclusion of the course, the student will be able to:

1. Retell the story of the rise of the Pentecostal Movement including its historical and doctrinal roots and the development of its current major branches;

2. Describe both the initial and current characteristics of Pentecostal spirituality;

3. Reconstruct the evolution of the Pentecostal Assemblies of Canada;
4. Evaluate the impact of Pentecostalism on global Christianity and explain the reasons for its spread;

5. Accept and affirm the incredible richness and diversity within the Pentecostal family while distinguishing it from the other segments of the Body of Christ;


III. COURSE REQUIREMENTS

A. REQUIRED TEXTS


James Craig. *Introduction to Pentecostalism Reader* available from Tyndale Bookstore.

B. RECOMMENDED READING


C. ASSIGNMENTS AND GRADING

The course assignments are intended to provide the student with access to relevant content that supports the course learning objectives. By means of readings, written responses, online discussions, Internet research, the use of primary source materials a major paper and a field trip to a Pentecostal service, the student will be exposed to the history, beliefs, characteristics, spirituality, diversity and impact of Pentecostalism.

This online course contains a significant number of assignments, as these must replace the primary course content usually delivered in the classroom by means of lectures. The assignments have been designed to require approximately 9 hours per week for the average student. Some weeks have more work and others have less depending upon the number of topics that are covered together as a unit.

The assignments are usually due throughout the week and should be completed and/or submitted by 11:00 PM EST of the date specified. In many cases, the work done earlier in the week prepares the student for the assignments that will be due later in the week.

Generally speaking, the assignment requiring the most significant submission is due on Saturday evening. This day was chosen to allow those who are working and active in ministry to have part of the weekend to complete their work. Sunday is usually busy enough with church and ministry so that day has been left free.

The minimum number of words required is specified in each assignment. Unless otherwise note, all responses should be in full sentence and paragraph style.

The various written assignments, which form a part of each week's lesson, are assigned a value in terms of "points." The total value of all assignments is 240 points. This means a 10-point assignment is worth 4 percent of the final mark. The sum of all points earned on the assignments will be used to determine the final percentage grade. The final percentage mark is then converted to a letter grade based upon the Grading System found in the Tyndale Seminary Academic Calendar as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100%</td>
<td>4.0</td>
<td>Excellent (exceeds expected standards in all respects)</td>
</tr>
<tr>
<td>A</td>
<td>86-94%</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-85%</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79%</td>
<td>3.3</td>
<td>Good (exceeds expected standards in many respects)</td>
</tr>
<tr>
<td>B</td>
<td>73-76%</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72%</td>
<td>2.7</td>
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</tr>
<tr>
<td>C+</td>
<td>67-69%</td>
<td>2.3</td>
<td>Satisfactory (meets expected standards)</td>
</tr>
<tr>
<td>C</td>
<td>63-66%</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>60-62%</td>
<td>1.7</td>
<td>Poor (below expected standards)</td>
</tr>
<tr>
<td>D+</td>
<td>57-59%</td>
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<td>D</td>
<td>53-56%</td>
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<td>D-</td>
<td>50-52%</td>
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<tr>
<td>F</td>
<td>0-49%</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

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See the next Section for policies on class attendance, assignment deadlines, style, academic integrity and so forth.

Here is an overview of the types of assignments employed in the course (NOTE: Detailed rubrics are provided online for each type of assignment):

1. **Online Discussion Participation**  (34% of final mark)

   Discussion-based assignments begin with an initial posting usually based upon a reading with specific questions to be addressed in the first post. On average 50% of the marks offered for the assignment are awarded for interaction with fellow students. Discussion marks are awarded for appropriate and constructive responses to at least two or more students.

2. **Reading Response**  (31% of final mark)

   These assignments are designed to encourage the student to interact with specific readings. Questions are provided to assist the student to focus on key aspects of the reading as it relates to the leaning objectives for the lesson. These questions form the basis of the reading response. Marks are awarded based upon the responses to the questions and how well they demonstrate the student’s accurate and thoughtful interaction with material.

   In some cases readings do not require a written response. In this case they serve to provide the content required to complete other assignments.

3. **Internet Research**  (4% of final mark)

   The Internet provides an excellent opportunity, not only to sample the sorts of information that is available on the Pentecostal Movement, but also to be exposed to the immense diversity of this global phenomena. One assignment focuses specifically on the use of this resource in researching Pentecostalism. Students are also encouraged to use the Internet to enrich their work on the wide variety of figures and events discussed in the course as a whole.

4. **Primary Source Research**  (7% of final mark)

   History learned solely from the writings of historians can easily give a distorted picture that is all order and inevitable sequence of events. For this reason, students will have an opportunity to read primary source materials written by the early Pentecostals themselves as they were experiencing the fascinating events which led to the emergence of what is now a global movement of immense proportions. Analysis and discussion of early Pentecostal periodicals from the United States and Canada will afford an opportunity to taste the sense of
anticipation and excitement these believes felt and to begin to understand the conviction of divine destiny that gripped them.

5. **Field Research** (3% of final mark)

More than one scholar has written that Pentecostalism is much more about a way of living the Christian life than a list of doctrinal convictions. The best way to begin to understand the ethos of this movement is to experience it in person. Students are required to visit a Pentecostal service and bring back a report of the experience to discuss with the class.

Those students from a Pentecostal background will visit a Pentecostal church other than one belonging to their own fellowship. Non-Pentecostal students will visit any Pentecostal church of their choice.

6. **Major Paper** (20% of final mark)

The major paper will be an exercise in historical research making use of some primary source materials from the PAOC Archives as well as other sources if available. The student will select a topic from predetermined list for which archival research materials have been assembled. Students will contact the PAOC Archives (mstroud@paoc.org) to obtain their research materials. There is a modest charge for copying and postage.

The paper will present not only factual information but also demonstrate thoughtful reflection and analysis as to the significance of the individual, issue or movement under consideration with reference to the specific context of the topic as well as the Pentecostal Movement in the broader sense. A variety of interpretive viewpoints will be discussed and evaluated where applicable.

The paper should be 15 to 20 pages in length, double-spaced and employ MLA style. It qualifies as a “major assignment” with reference to the policy on late papers described in the next section.

**D. GENERAL GUIDELINES FOR ONLINE SUBMISSIONS**

Students should consult the current *Academic Calendar* for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at [www.tyndale.ca/seminary/calendar](http://www.tyndale.ca/seminary/calendar). An excerpt is attached with this syllabus for easy reference.

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E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following types of assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions</td>
<td>34 %</td>
</tr>
<tr>
<td>Readings with written responses</td>
<td>31%</td>
</tr>
<tr>
<td>Internet Research</td>
<td>4 %</td>
</tr>
<tr>
<td>Primary Source Research</td>
<td>7 %</td>
</tr>
<tr>
<td>Field Research</td>
<td>4%</td>
</tr>
<tr>
<td>Major Paper</td>
<td>20 %</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100 %</td>
</tr>
</tbody>
</table>

IV. COURSE OUTLINE AND SCHEDULE

Sept. 14-19                       Lesson 1 - Introduction
A. Syllabus Review
B. Class Introductions
C. Early Historiography of Pentecostalism
D. Current Approaches to Pentecostal History
E. Identifying Pentecostals

Sept. 21-26                       Lesson 2 – Setting the Stage
A. The Legacy of the Reformation
B. Post-Reformation Revivals
C. Historical Antecedents of the Pentecostal Movement
D. Edward Irving

Sept. 28-Oct. 3                    Lesson 3 - The Historical Context
A. Concepts and Events
B. The Primitivist Impulse
C. The Canadian Scene 1867-1914

Oct. 5-10                         Lesson 4 - Pentecostal Beginnings
A. North American Classical Pentecostalism
B. William J. Seymour and Azusa Street
C. Beginnings in Canada
D. Global Developments

Oct. 12-17                        Lesson 5 – Pentecostal Characteristics
A. Overview
B. The “Full Gospel”
C. The Fullness of the Spirit

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Oct. 19-24  Lesson 6 - Doctrinal Issues  
A. The "New Issue"  
B. The “Finished Work of Christ” Controversy  
C. The Latter Rain Movement  
D. Tongues of Men and Angels

Oct. 26-31  Lesson 7 - PAOC Organizational Development  
A. The Organizational Dilemma  
B. Coming of Age  
C. Future Prospects

Nov. 2-7  Lesson 8 - Pentecostal Missions  
A. Early Pentecostal Missionaries  
B. The Pentecostal Paradigm for Missions  
C. PAOC Missions: 1907-1940  
C. PAOC Missions: 1945-1980

Nov. 9-14  Lesson 9 - Spirit-filled Women  
A. Women in Early Pentecostalism  
B. “Sister Aimee”  
C. Pentecostal Women: Then and Now

Nov. 16-21  Lesson 10 - Pentecostal Diversity  
A. Ecumenical Pentecostals  
B. Experiencing Pentecostalism  
C. African Independent Pentecostals  
D. Korean Pentecostals

Nov. 23 – 28  Lesson 11 - Recent Global Developments  
A. The Charismatic Movement  
B. The "Third Wave"  
C. The Toronto Blessing  
C. Recent Developments

Nov. 30- Dec. 5  Lesson 12 – Canadian Pentecostalism: Ripe for Renewal?  
A. The Best/Worst of Times  
B. The Identity Question  
C. Agenda for Renewal

Dec. 7-12  Lesson 13 – Concluding Review and Discussion  
A. Major Paper Submission  
B. Review or Personal Objectives  
C. Discussion of Key Issues
V. SELECTED BIBLIOGRAPHY

General Reference


**Historical Context**


Clark, S.D. *Church and Sect in Canada*. Toronto: University of Toronto Press, 1948.


The Pentecostal Assemblies of Canada

__________. Down Memory's Lane. St Catharines, 1974.

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________. "The Significance of A. H. Argue for Pentecostal Historiography." *Pneuma* 8 (Fall, 1986): 120-158.


________. *What We Believe*. n.p., n.d.


**Specific Issues, Movements and Figures**


**Early Periodicals**

*The Apostolic Faith* (Los Angeles, California), (September 1906 - May 1908) Available online.

*The Apostolic Messenger* (Winnipeg, Manitoba), (1908-)

*The Good Report* (Ottawa, Ontario) (1911-1913)

*The Pentecostal Testimony* (Ottawa, Ontario) (1920--)

*The Promise* (Toronto, Ontario) (1907-1910)
The :required pseudo class selector in CSS allows authors to select and style any matched element with the required attribute. Forms can easily indicate which fields must have valid data before the form can be submitted, but allows the user to avoid the wait incurred by having the server be the sole validator of the user’s input.