


“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	INTRODUCTION TO PENTECOSTALISM PENT 0501 (1P or 1S)
Date, Time, and Delivery Format	5 FRIDAYS, 9:00 AM – 4:00 PM SEP 16, SEP 30, OCT 14, NOV 4, DEC 2 IN-PERSON WITH SYNCHRONOUS ONLINE OPTION HYBRID IN-PERSON (1P): SEP 16 (@Tyndale), SEP 30 (Zoom), OCT 14 (@Tyndale), NOV 4 (Zoom), DEC 2 (@Tyndale) SYNCHRONOUS LIVESTREAM (1S): 5 Fridays (Zoom)
Instructor  Master's Pentecostal Seminary @ Tyndale Seminary	DR. VAN JOHNSON Dean, Master's Pentecostal Seminary Adjunct NT, Tyndale Seminary Office: C308 Tyndale phone: 416-226-6620, ext. 2137 Email: vjohnson@tyndale.ca ; vjohnson@mpseminary.com Office Hours: Please contact me to arrange a Zoom meeting TA: Samantha Jagan, M.T.S. Email: sjagan@mpseminary.com
Class Information	<u>Hybrid In Person (1P):</u> students within a 1-hour drive of Tyndale will be expected to be on campus for the 3 in-person sessions stated above. <u>Synchronous Online (1S):</u> <i>Livestream via Zoom only</i> for students at a distance.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Analyze the nature and the impact of the Pentecostal/Charismatic movement. The lectures, while including a section on the Pentecostal Assemblies of Canada (and other Canadian Pentecostal denominations), 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.

Two primary objectives underlie this course: first, to combat widespread ignorance of the origins and nature of Pentecostalism, train students to understand Pentecostalism well enough to be able to explain it clearly to others. Second, engage the learner in a process that fosters openness to the work of the Spirit—whatever one’s denominational background—toward an expanded participation in the Spirit’s work in the Kingdom of God. For the Pentecostal student, there is a third objective: encourage renewal through a consideration of the roots of the tradition and a reconsideration about what the tradition says about life and ministry in the Spirit.

For Fall 2022, there will be a particular emphasis on Canadian beginnings of Pentecostalism, which is facilitated by newly published primary source material on the pre-denominational phase.

Hybrid In-Person Model:

Attendance: We are experimenting with a hybrid model for the 5-Friday edition of this course, with only 3 of 5 Friday classes scheduled for the campus. The other two will be livestreamed (Zoom) only. All students within an hours’ drive of the Tyndale campus will attend the three Fridays designated for classroom interaction. For all others, all five classes may be attended through Zoom (Section 1S). [Note, there is an asynchronous online (1A) version of the course for those who cannot commit to the 5-Friday schedule, whether in person or livestream.]

Format: Morning lectures; afternoon class discussions of both assigned readings and the questions submitted from the web-based cohort. There will be some small group discussions to support the effectiveness of our learning from one another.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify in discussions and written work the central figures and catalytic events involved in the emergence and spread of the Pentecostal movement.

2. Characterize the Pentecostal movement as a cluster of beliefs and practices—with an eschatological core and a missional praxis—by summarizing early Pentecostal newsletters.
3. Demonstrate knowledge of early Pentecostalism and its implications for renewal and revival in the global church by preparing a set of teaching notes.
4. Assess in discussion sessions the possibilities for renewal for both the Pentecostal tradition as well as the global church if renewed attention is given to the Spirit's role in the Kingdom.

III. COURSE REQUIREMENTS

A. REQUIRED READING

A1. Required Books (3)

1. Mittelstadt, Martin, and Caleb Courtney. *Canadian Pentecostal Reader: The First Generation of Pentecostal Voices in Canada (1907-1925)*. Cleveland, TN: CPT Press, 2021. (Kindle version available, which is searchable.)
2. **One** of the following on Pentecostal denominational history:

N.B. For Pentecostal students: The student should select the book that coincides with the student's denominational background. Suggestions are listed below. (If the student has done a previous course in Pentecostalism that required reading a denominational history, please see 1.2 below.)

2.1 For PAOC one of two options:

Option 1: Sociological/Cultural Analysis:

Wilkinson, Michael, and Linda Ambrose. [*After the Revival: Pentecostalism and the Making of a Canadian Church*](#). Montreal & Kingston: McGill-Queen's University Press, 2020.

Option 2: History of the PAOC:

Miller, T. Edited by W. Griffin. *Canadian Pentecostals - A History of the Pentecostal Assemblies of Canada*. Toronto, ON: Full Gospel Publishing House, 1994. ISBN: 189516835X **This book may be ordered from Wordcom (PAOC).**
<https://wordcom.paoc.org/>

PAONL:

Janes, B. *The Lady Who Came*. St. John's, NF: Good Tidings Press, 1982.
_____. *The Lady Who Stayed*. St. John's, NF: Good Tidings Press, 1982.

COG/Cleveland:

C.W. Conn. *Like a Mighty Army, Moves the Church of God, 1886-1955*. Cleveland, TN: Church of God Publishing House, 1977 (revised edition).

COGIC:

Clemmons, Ithiel. C. Bishop. *C.H. Mason and the Roots of the Church of God in Christ*. Bakersfield, CA: Pneuma Life Publishing, 1996.

2.2 For non-Pentecostal students [or those who have read a denominational history]:
Select one from the following:

Option 1: Theology and history of Spirit Baptism

McGee, Gary. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Eugene, OR: Wipf and Stock, 2007. ISBN: 13: 9781556357350

Option 2: History of global Pentecostalism

Anderson, A. [*An Introduction to Pentecostalism: Global Charismatic Christianity*](#). Cambridge, UK: Cambridge University Press, 2004. ISBN: 0521532809.

Option 3: Sociological/cultural analysis

Wilkinson, Michael, and Linda Ambrose. [*After the Revival: Pentecostalism and the Making of a Canadian Church*](#). Montreal & Kingston: McGill-Queen's University Press, 2020.

3. Wilkinson, M., and P. Althouse. [*Catch The Fire: Soaking Prayer and Charismatic Renewal*](#). DeKalb, IL: Northern Illinois University Press, 2014. 9780875807058 **(available on Kindle as e-book [not currently in print])**

A2. Required Articles / Chapters (4)

1. Sloos, William. "The Story of James and Ellen Hebden: The First Family of Pentecost in Canada." *Pneuma* 32 (2010), 181-202. (posted on class page)
2. Wilkinson, M. "Charles W. Chawner and the Missionary Impulse of the Hebden Mission." In M. Wilkinson and P. Althouse, eds. *Winds from the North: Canadian Contributions to the Pentecostal Movement*. Leiden, Netherlands: Brill Academic Publishers, 2010. Pgs. 39-54 **(e-book <https://tyndale.on.worldcat.org/oclc/667293234>)**

3. Robeck, C. and Yong, A., eds, [*The Cambridge Companion to Pentecostalism*](#). New York: Cambridge University Press, 2014. Chapters 4-8 (global histories) (e-book <https://tyndale.on.worldcat.org/oclc/886532357>)
4. Robeck, C. and Yong, A., eds, [*The Cambridge Companion to Pentecostalism*](#), New York: Cambridge University Press, 2014. Chapter 2 (Charismatic Renewal) (e-book <https://tyndale.on.worldcat.org/oclc/886532357>)

A3. Recommended Readings

- Anderson, A. *An Introduction to Pentecostalism: Global Charismatic Christianity*. Cambridge, UK: Cambridge University Press, 2004. ISBN: 0521532809.
- Constantineanu, C. and C. Scobie, eds. [*Pentecostals in the 21st Century: Identity, Beliefs, Praxis*](#). Eugene, OR: Cascade Books, 2018. <https://tyndale.on.worldcat.org/oclc/1021226946>
- 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.
- McClymond, M. "Charismatic Renewal and Neo-Pentecostalism: From North American Origins to Global Permutations." In Robeck, C. and Yong, A., eds. [*The Cambridge Companion to Pentecostalism*](#). New York: Cambridge University Press, 2014. Pgs. 31-51.
- McGee, G. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Eugene, OR: Wipf and Stock, 2007.
- Miller, D., and T. Yamamori. [*Global Pentecostalism: The New Face of Christian Social Engagement*](#). Berkeley, CA: University of California Press, 2007.
- Mittelstadt, M. "Scripture in the Pentecostal Tradition: A Contemporary View of Luke Acts." In Wilkinson, M., ed. [*Canadian Pentecostalism: Transition and Transformation*](#). Montreal, PQ: McGill-Queen's University Press, 2009, p. 123-141.
- Robeck, C.M. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville, TN: Thomas Nelson, 2006.
- Smith, K.A. *Thinking in Tongues: Pentecostal Contributions to Christian Philosophy*. Grand Rapids, MI: Eerdmans, 2010.
- 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.

B. SUPPLEMENTARY / RECOMMENDED TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

Note on [Tyndale Library](#) e-books. E-books can be accessed through the Tyndale library system. Viewing an e-book allows multiple users to access the book at the same time. If you choose to “download” and “check out” the book, then in some cases others have to wait for you to “return” the book before they can access it. Best practice is to use “view” the e-book when you need it, which allows as many users as possible to access materials.

C. INTERACTIVE LIVESTREAM REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

All assignments are to be submitted by uploading through the course page for the appropriate week. **If you need help submitting assignments on the class page, please contact Samantha at sjagan@mpseminary.com**

1. Book Reviews (2 x 15% = 30%)

Required Texts #1 & #2 each require a 5-6 page book report (double-spaced).

Book Report 1: book on denominational history
(due **Oct 18** before midnight)

Book Report 2: *Catch the Fire*
(due **Nov 18** before midnight)

To demonstrate you have read thoughtfully, write a report in two parts. **In part 1**, summarize the content in 1.5-2 pages (including a short biography of the author), which describes what the author attempted to do and the methodology employed. For this section, imagine your target audience is someone unfamiliar with the subject matter. **In part 2** (2-4 pages), describe some aspects of the work 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.

Late penalty: Each reading report is worth **15** marks, but only *out of 10* if the reading report is late but handed in within a two-week period after the due date. After two weeks late, the maximum grade will be set to **7%**.

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/ap	Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/a	Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/a	Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/a

	plicability of the text and to use textual examples to illustrate analysis.	pplicability of the text is vague and there is little to no textual example to illustrate analysis.	pplicability of the text but too few textual examples to illustrate analysis.	pplicability 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/ap plicability) 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/a p plicability 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/a p plicability 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.

2. Written Analysis and Discussion of Articles (4 x 5% = 20%)

Four articles will be assigned to complement the lecture material. The assignment involves short written responses to the readings (100 – 200 words), based on questions that will be given on the class page (4 points). Grades will also be awarded for the discussion of these articles in class (1 point). Each of the four is out of 5 points in total.

Late penalty: These assignments must be submitted on time, or else the grade is 0 (zero). Each due date is a Thursday, to prepare student for discussion on the following class day.

#1, due September 29, email before midnight

#2, due October 13, email before midnight

#3, due November 3, email before midnight

#4, due December 1, email before midnight

3. Newsletter Reports: Written analysis and oral report (15%)

Read and write a 3-page summary that describes 2 early Pentecostal newsletters:

1) *The Apostolic Faith* (Sep 1906) – available on class page, and <http://www.azusabooks.com/links.shtml#paper>

2) *The Promise*, No. 1: in *Canadian Pentecostal Reader* and on class page for download.

Compose a 3-page written report, in point form:

Page 1: summary of content and layout of *The Apostolic Faith*;

Page 2: summary of content and layout of *The Promise*;

Page 3: comparison of the two newsletters.

Analyze the newsletters by categorizing their content. The 3 primary categories are: 1) News, 2) Testimony, and 3) Teaching. Other categories may be used. 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? Other observations about the newsletters are encouraged. Evaluation based on a) clarity of presentation, b) amount of detail given, and c) the perceptivity of the student's comparison of the 2 newsletters. **Please submit this assignment before midnight on Sep 29 (15% = 10% written work, 5% for the oral component).**

On Sep 30, each student will report to the class a point of comparison between the two newsletters.

If late, 7/10% is maximum grade and the oral component of 5% is forfeited.

4. Teaching Notes (35%) on Earliest Pentecostal Voices in Canada

This is a newsletter-based assignment to analyze the earliest Pentecostal voices in Canada. The assignment is to prepare a lecture that would be given in an adult Sunday school class. *Lecture notes are to be submitted in point form*, but with full footnotes and bibliography (7-10 pages, double-spaced). The primary source is *Canadian Pentecostal Reader*; other secondary sources may be used. All sources to be cited in Turabian/Chicago style.

The recently published *Canadian Pentecostal Reader* covers all known Pentecostal newsletters/periodicals published between 1906-1925. The Kindle version is searchable, which will facilitate research into how certain biblical texts or theological words were used. The student is to choose a subject and then select the number of newsletters to be analyzed, with a minimum of 5 newsletters. In your lecture notes state clearly the newsletters chosen including the city of publication, dates, and title.

Due Dec 9 before midnight in pdf form.

Late? Between Dec 10 and Dec 16, 2/3 letter grade penalty. After Dec 16, a further extension must be pursued with the Registrar's Office.

Sample topics:

1. Baptism of the Holy Spirit
2. Women
3. Comparison of Trinitarian and Oneness newsletters
4. Use of Scripture to articulate beliefs and justify behaviours

5. Healing
6. Testimony: its form and function
7. Eschatology: their beliefs and practices
8. Spirituality: what beliefs and practices emerge from the newsletters
9. Comparison of newsletters from early Canadian centers: Toronto, Winnipeg and Ottawa
10. Missions and Missionaries

Teaching Outline 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Two book reports (2x15%)	30 %
Written analysis and discussion of articles (4x5%)	20 %
Written analysis and oral report on early newsletters	15 %
Teaching notes	35 %
Total Grade	100 %

G. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless otherwise specified in the syllabus, grades for papers submitted late without an approved extension will be lowered by two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Faculty **may not grant an extension beyond the last day of exams** (Dec 16) for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form, available at tyndale.ca/registrar. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension. A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests

and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, LECTURE OUTLINE AND REQUIRED READINGS

A. Lecture Outline

Prologue

1. Matrix of Pentecostalism in North America

A. Beyond the Upper Room - The Charismata Through the Centuries

B. Great Awakening

- C. C19th Holiness Movement
- D. Black Spirituality and Pentecostal Tradition
- E. Irvingites: Pentecost in the 1830's – Pentecostal Dress Rehearsal
- 2. Beginnings of Pentecostalism in North America: Tale of 4 Cities
 - 2.1 Origins in 4 cities:
 - A. Los Angeles
 - B. Toronto
 - C. Chicago
 - D. Winnipeg
 - 2.2 Early years in U.S. and Canada
- 3. Defining Characteristics of the Early Pentecostal Movement (The Wheel)
 - A. Oral Culture
 - B. Description and Integration of early Pentecostal characteristics (The Wheel)
- 4. Spread of Pentecostalism
 - A. United States
 - B. Canada
 - C. Europe
 - D. Other areas: overview
- 5. Transition: 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)
 - C. Maturation of a Pentecostal Denomination: PAOC
- 6. Aspects of Pentecostalism
 - A. Epistemology
 - B. Ecclesiology
 - C. Spirituality
- 7. The Charismatic Renewal & Third Wave
 - A. Pentecostal Influences Leading to Charismatic Renewal
 - B. Charismatic Renewal-- "The Second Wave"
 - C. "The Third Wave"
- 8. An Assessment of the Present and Future of Modern Pentecostal Movement

B. Course Schedule and Assigned Readings and Reports

Before 1st class: watch Introduction video (on course page)

Session 1 / Sep 16 [no assignments]

Session 2 / Sep 30

- a. Reading: #1
- b. Newsletter Reports, written and oral presentation

Session 3 / Oct 14

- a. Reading: #2
- b. Book Report #1 Due Oct 18 [Denominational History or McGee, *Initial Evidence*]

Session 4 / Nov 4

- a. Reading: #3
- b. Book Report #2 Due Nov 18 [Wilkinson, M., and P. Althouse. *Catch The Fire*]

Session 5 / Dec 2

- a. Reading: #4

NOTE: Teaching Notes, Due Dec 9 before midnight

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Extensive bibliography is available on the class page.