

Course ID:	Course Title:	Fall 2020
CH 610 / TH 640	Alliance History and Thought	Prerequisite: CH 502, TH 501, or TH 610. (Prerequisite will be waived for students who are in a denominational credentialing process.)
		Credits: 3



CHRIST-CENTRED



SPIRIT-EMPOWERED



MISSION-FOCUSED

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Tuesdays	<b>Instructor:</b>	Ernie Klassen	<b>First day of classes:</b>	Tue. Sept. 15
<b>Time:</b>	6:30–9:30 p.m.	<b>Email:</b>	<a href="mailto:eklassen@ambrose.edu">eklassen@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept 20
<b>Room:</b>	A 2133	<b>Phone:</b>	(403) 410-2000 ext. 6934	<b>Last day to request revised exam:</b>	NO EXAM
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L 2111	<b>Last day to withdraw from course:</b>	Mon, Nov 09
	N/A	<b>Office Hours:</b>	2-4 PM Mon-Thurs or by appointment	<b>Last day to apply for coursework extension:</b>	Mon, Nov 16
<b>Final Exam:</b>	NO FINAL EXAM			<b>Last day of classes:</b>	Tue, Dec 08



### Course Description:

A survey of the origins of The Christian and Missionary Alliance in its social, cultural, and theological contexts. The course also examines and evaluates various continuities and changes in C&MA thought and practice. We want to know what the Alliance believes (especially the four-fold Gospel) and how those beliefs were forged.

### Expected Learning Outcomes:

It is the aim of the course that students acquire:

1. ...the ability to identify and analyze selected historical themes affecting The Christian and Missionary Alliance from the late nineteenth century to the present.
2. ...an interpretive grid for analysing the history of The Christian and Missionary Alliance through its central continuities and changes.
3. ...the ability to identify, express, analyze, critique, and apply to a local church setting those Alliance theological distinctives which have shaped its historical and doctrinal experience. Particular attention will be paid to its emphasis on Christ, sanctification, healing, eschatology, and missions.
4. ...a broadened understanding and appreciation for of the work of The Christian and Missionary Alliance in Canada and throughout the world.
5. ...a fuller understanding of the Alliance beliefs both for personal enrichment and ministerial accreditation. One option is to explore a practical way of teaching the Alliance Distinctives and Core Values, through didactic materials on the Alliance (US) webpage: <https://www.cmalliance.org/resources/cma-dna/>

### Textbooks (Required):

1. Draper, Kenneth L. "Readings in Alliance History and Thought," 2009. (Available in Bookstore).
2. Jones, David. A.B.: *The Unlikely Founder of a Global Movement*. Christian and Missionary Alliance. 2019. (Available in bookstore; prof has some copies available).
3. Klassen, Ernie. AB and BB: Albert Benjamin Simpson (AB) and the Crisis Experience of Sanctification Criticised by Benjamin Breckenridge Warfield (BB), with a Response from Klassen. Calgary: Ambrose University, 2019. Available from professor as a PDF doc. or on the Alliance World Fellowship Web Page: <http://awf.world/repository/>

4. Simpson, Albert B. *The Fourfold Gospel*. Camp Hill, PA: Christian Publications, 1984.
5. Van De Walle, Bernie A. *The Heart of the Gospel: A. B. Simpson, the Fourfold Gospel, and Late Nineteenth-Century Evangelicalism*. Eugene, OR: Wipf & Stock, 2009.
6. -----, *Who We Are: Our C&MA Family*. The Christian and Missionary Alliance in Canada. (Available from professor as a PDF document).



**Textbooks (Recommended): (Also, see Comparative Book Review Bibliography below for other good books).**

1. Henry, Daryn. *A.B. Simpson and the Making of Modern Evangelicalism*, Montreal: McGill-Queens University Press, 2019. <https://www.amazon.ca/B-Simpson-Making-Modern-Evangelicalism/dp/0773559264>
2. Niklaus, R. John Sawin and Samuel Stoesz, **All for Jesus: God as Work in the Christian and Missionary Alliance for More than 125 Years**. Second Edition: Christian and Missionary Alliance: 2013.
3. <https://www.xenos.org/essays/five-views-sanctification>

#### **Course Schedule:**

(See Appendix.)

#### **Requirements:**

1. **Comparative Book Review (20%)**

- Each student will choose **one** of the three categories of texts in the bibliography that follows later in this syllabus. Each student will then prepare **one** critical and comparative book review that will focus on 1) the central and supporting theses of two of the three books in the chosen category, 2) the authors' arguments of support, 3) and the student's evaluation of the overall arguments. Finally, the student will compare and contrast the views of both, noting both significant similarities and differences. No shorter than 1000 words, no longer than 1,500 words. Given the length and nature of this assignment, concision, and precision will be necessary. (The reading of the two books is considered medium reading, gathering the main idea, with intense reading of the introductions and conclusions). (See **model #1** for a clearer idea of my expectations).

**Due Date: October 6, 2020.**

## **2. Book Synopsis or Discipleship Sessions (20%)**

Option #1 – (More academic) Students will write a 1,300-word synopsis of any **one** of the texts found in the bibliography that follows as an appendix to this syllabus. This synopsis must provide the following:

- A reiteration and description of the author's thesis.
- An appropriately detailed overview of the book's contents. (This aspect should embrace approximately 70% of the assignment. Be sure to talk about what the author asserted and not merely the topics he/she addressed.)
- A **critical** evaluation of the book, with particular attention paid to whether or not the author has adequately demonstrated his thesis, including an identification of the argument's strengths and weaknesses.
- (See **model #2** for a clearer idea of my expectations).

**Due Date: November 10, 2020.**



Option #2 - (More pastoral) The student will select a "disciple" (preferably a seeker but could be anyone, family member, fellow student, etc.) and work through the material on the Four-Fold Gospel found at <https://www.cmalliance.org/resources/cma-dna/> for at least 5 one hour sessions. Each session would work through the four "folds" of the Gospel and a final session on missions. You can listen to video clips and work through the workbook. After each session the student will record a 200-word summary of the session, difficulties raised, interesting dialogue, etc. At the conclusion of the "discipleship sessions" the student will give a 300-word summary of the overall experience. The final report will consist, then, of five 200-word reports, plus one 300-word summary, all in one document. (I've had reports of people coming to faith through this exercise).

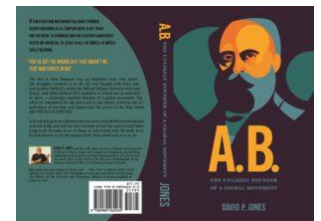


(See **model #3** for a clearer idea of my expectations).

**Due Date: November 10, 2020.**

### 3. Book Report (20%)

Read Jones's *A.B.: The Unlikely Founder of a Global Movement* and document in 1000 - 1300 words the most significant crises that he went through in his spiritual pilgrimage. (Clue: include personal experience of conversion, sanctification, healing, his marriage, renouncing of infant baptism, and one or two others). (See **model #4** for a clearer idea of my expectations).



### 4. Read two brief documents (28 pages and 20 pages) (10%)

Familiarize yourself with the 28-page document (available as an attachment): Who We Are: Our C&MA Family. No report necessary, a simple confirmation that it has been perused is adequate.

**Also, please review my paper comparing A.B. Simpson and B.B. Warfield and submit a one page (250 word) reaction paper (No model provided, but you get the idea). (Each response is worth 5%) (5% + 5% = 10%)**

**Due Date: December 1, 2020 (for both reports).**

### 5. Reading Response (25%)

*The Heart of the Gospel* (Bernie Van de Walle) places the theology of A. B. Simpson and the early Christian and Missionary Alliance within the spectrum of late nineteenth-century American Evangelical theology. (This reading will be medium/heavy), The student will prepare a response to his/her careful reading of the text composed of the following:



- a. **An Executive Summary:** The student will summarize the content of the entirety of the assigned text in his/her own words and must avoid just indicating the topics. There should be NO personal commentary or any attempt to evaluate the content of the materials at this stage. The student will solely summarize what the author has said. This section should include as many of the key concepts and ideas as possible and strive to be both comprehensive and intensive. It should be stylistically correct, coherent, and clear. The abstract should be no more than 1,000 words (double-spaced) in length.
- b. **Emerging Questions:** The student will record his/her own questions that have emerged from the reading. These questions should reflect a thorough, profound, and thoughtful interaction with the text. This section should include not only the questions but an identification of the reason(s) why the student is asking. Grading in this section will consider both the quality of the questions and the apparent depth of interaction with the text. This section should be no more than 750 words (double-spaced) in length.
- c. **Contemporary and Personal Challenges (Sanctification):** The student will focus on the issue of sanctification, articulating Simpson's understanding, the crisis/process dynamic of sanctification, and the unique indebtedness that Simpson had to others in forming his concept of sanctification. Set forth the three best biblical texts that explain sanctification (with a brief exposition that brings out the crisis/process elements). Also, how is this doctrine working out in your experience? 750 words.
- d. (See **model #5** for a clearer idea of my expectations).

**Due Date: December 8, 2020.**

6. **Regular Reading (see schedule below) (5%) (See **model #6** for a clearer idea of my expectations).**

There is no final exam in this course.

Summary: 20% + 20% + 20% + 10% + 25% + 5% = 100%

**Attendance:**



Each student is expected to actively participate in each class session. In order to do so effectively and productively, students must arrive prepared for each class session. Being prepared for each class session means to have completed any readings due for that day and to have the appropriate resources available to them.

Readiness for class participation, however, is not sufficient. Appropriate and valuable participation is necessary. In the pursuit of quality participation, some students may need to push themselves to actively participate in class discussions; others may need to curb their enthusiasm.

The professor reserves the right to adjust the student’s course grade (up or down) to reflect the student’s class attendance and the quality of his/her participation. In any case, students who miss more than 5 class sessions (a “session” is defined as one of a given evening’s two halves), in whole or in part, will receive a failing grade for the course

**Grade Summary:**

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Satisfactory
C	
C-	
D+	
D	Minimal Pass
F	Failure

<u>Letter Grade</u>	<u>Percentage</u>
A+	90+
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-67
C-	60-62
D+	55-59
D	50-54



Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

**Other:**

***N.B. All assignments for this course are automatically subjected to an originality analysis by Turnitin. For more information, see <http://turnitin.com>***

All assignments are due ***at the beginning of class*** on the date designated.

- Late assignments will lose no less than one-half letter grade per day (weekends included) up to one week.
- Work received more than one week late will not receive a passing grade though a reasonable effort (in the opinion of the professor) must be submitted for all assignments in order to receive a passing grade for the course.
- ***No assignments will be received after the start of the last class period.*** Failure to submit reasonable efforts on all assignments by the start of the last class period will result in a failing grade for the course.

Please note the following additional criteria:

- All assignments must be submitted electronically to the course's Moodle page.
- All assignments must have a title page containing all of the pertinent information.
- All assignments will be double-spaced in 12 point New Times Roman font.
- All electronic submissions must be submitted as Microsoft Word documents (.doc or .docx) ONLY.
- The file name of electronically submitted assignments ***must*** begin with the student's surname and designate the particular assignment. (e. g. Smith Theology Paper 1.doc)
- The ***word limits outlined above include the entire assignment***: the text, the properly-formatted title page, the bibliography, footnotes, etc.



Failure to submit assignments in the format outlined above will result in a grade **reduction of a full letter grade**, at least. In some cases, it may require the student to resubmit the assignment according to the proper format. Such may also, consequently, be subject to the penalties of a late submission.

## Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, Sunday preaching, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment’s due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. Thanks for respecting this policy.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student’s responsibility to check this account regularly as the Ambrose email system will be the professor’s instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a “Request to Withdraw from a Course” form or by sending an email to the Registrar’s Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw

after the Registration Revision period. A grade of “W” will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar’s Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course

during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for

dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.

<b><u>2020 Klassen Proposed Course Schedule</u></b>			
<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Reading Due</u></b>	<b><u># of pp</u></b>
Sept.8	<i>Course Introduction / The Power of Example</i>		
08	<i>A. B. Simpson: Outline of his life and Vision for the C&amp;MA Part I</i>		
15	<i>A. B. Simpson: Outline of his life and Vision for the C&amp;MA Part II</i>	<ul style="list-style-type: none"> <li>• Readings 1.1 - 1.3</li> </ul>	13
15	<i>Founding of the C&amp;MA Sandy Ayer on Resources</i>	<ul style="list-style-type: none"> <li>• Readings 2.1 - 2.5</li> <li>• Van De Walle, "Foreword"</li> </ul>	08 09
22	<i>Simpson's Experience of the Fourfold Gospel; Article on Merism</i>	<ul style="list-style-type: none"> <li>• <i>The Fourfold Gospel</i>, pp. 1-18</li> <li>• Readings 8.1</li> <li>• Van De Walle, Ch. 1</li> </ul>	18 05 24
22	<i>The Historical Roots of the Four-Fold Gospel</i>	<ul style="list-style-type: none"> <li>• Readings 4.1 - 4.3</li> <li>• Van De Walle, Ch. 2</li> </ul>	09 35
29	<i>The Work of the Early Alliance Part I</i>	<ul style="list-style-type: none"> <li>• Readings 5.1 – 5.3</li> </ul>	24
29	<i>Sanctification – Boardman</i>	<ul style="list-style-type: none"> <li>• <i>The Fourfold Gospel</i>, pp. 19-32</li> <li>• Readings 9.1 - 9.4.</li> </ul>	14 13
Oct. 6	<i>Sanctification – HIMSELF</i>	<ul style="list-style-type: none"> <li>• Readings 6.1 – 6.3</li> </ul>	14
6	<i>Sanctification as Crisis (Dynamics and Biblical Basis)</i>	<ul style="list-style-type: none"> <li>• Readings 10.1 – 10.3</li> <li>• Van De Walle, Ch. 3</li> </ul>	17 50
13	<i>Sanctification as Crisis and Process</i>		
13	<i>Sanctification as Process</i>		
20	<i>The Alliance Doctrine of Divine Healing Part I</i>	<ul style="list-style-type: none"> <li>• <i>The Fourfold Gospel</i>, pp. 33-46</li> <li>• Readings 11.1 – 11.4.</li> </ul>	15 12
20	<i>The Alliance Doctrine of Divine Healing Part II</i>	<ul style="list-style-type: none"> <li>• Readings 12.2 – 12.3</li> <li>• Van De Walle, Ch. 4</li> </ul>	15 35
27	<i>Centennial Death of Simpson (Today) Ken Draper – Legacy of AB</i>		
27	<i>Ernie Klassen - HIMSELF</i>		02
Nov. 03	<i>The Alliance Doctrine of Divine Healing Part III</i>		
03	<i>The Alliance Doctrine of Divine Healing Part IV</i>		
17	<i>The Coming King</i>	<ul style="list-style-type: none"> <li>• <i>The Fourfold Gospel</i>, pp. 47-64</li> <li>• Readings 13.1 - 13.2.</li> </ul>	18 06
17	<i>Developments in Alliance Eschatology</i>	<ul style="list-style-type: none"> <li>• Readings 14.1 - 14.3</li> <li>• Van De Walle, Ch. 5</li> </ul>	15 46
24	<i>The Coming King and Missions (A)</i>	<ul style="list-style-type: none"> <li>• Readings 7.1 - 7.3</li> </ul>	21
24	<i>The Coming King and Missions (B)</i>		
Dec. 1	<i>The Coming King and Missions (C)</i>		
01	<i>The Deep Impact of Alliance Hymnody</i>	<ul style="list-style-type: none"> <li>• Readings 3.1</li> </ul>	10
08	<i>Linking Fourfold Gospel and Missions</i>		
08	<i>Living a Fourfold Gospel</i>		

## **Comparative Book Review Bibliography**

### **Sanctification**

- Pardington, George P. *Crisis of the Deeper Life*. Camp Hill: Christian Publications, 1991.
- Simpson, A. B. *The Gentle Love of the Holy Spirit*. Camp Hill: Christian Publications, 1986. (An updated edition of *Walking in the Spirit*.)
- \_\_\_\_\_. *Wholly Sanctified*. Camp Hill: Christian Publications, 1991.

### **Healing**

- Blue, Ken. *Authority to Heal*. Downers Grove: InterVarsity, 1987.
- Simpson, A. B. *The Gospel of Healing*. Camp Hill: Christian Publications, 1994.
- Siple, Richard. *Understanding Divine Healing*. Camp Hill: Christian Publications, 1990.

### **Missions**

- Krishnan, Sunder. *World Christians: Living on the Wavelength of the Great Commission*. Toronto: Welch, 1989.
- Niklaus, Robert K. *The World His Field: The Global Legacy of Louis L. King*. Camp Hill: Christian Publications, 2004.
- Simpson, A. B. *Missionary Messages*. Camp Hill: Christian Publications, 1987.

## **Book Synopsis Bibliography**

- Dorsett, Lyle W. *A Passion for God: The Spiritual Journey of A. W. Tozer*. Chicago: Moody, 2008.
- Evearitt, Daniel. *Body & Soul: Evangelism and the Social Concern of A. B. Simpson*. Camp Hill: Christian Publications, 1994.
- Gilbertson, Richard. *The Baptism of the Holy Spirit: The Views of A. B. Simpson and His Contemporaries*. Camp Hill: Christian Publications, 1993.
- Glass, Clyde. "Mysticism and Contemplation in the Life and Teaching of Albert Benjamin Simpson," PhD diss., Marquette University, 1997.
- Howe, Barbara. *Forgotten Voices: Women in Ministry in The Christian and Missionary Alliance in Canada*. Calgary: Barbara Howe, 2010.
- King, Paul. *Genuine Gold: The Cautiously Charismatic Story of the Early Christian and Missionary Alliance*. Tulsa: Word and Spirit, 2006.
- McGraw, Gerald E. and George McPeck, *Empowered: Discovering the Dynamics of Holy Living*. Camp Hill, PA: Christian Publications, 2000.
- Nienkirchen, Charles. *A. B. Simpson and the Pentecostal Movement*. Peabody: Hendrickson, 1992.
- Niklaus, Robert L., John S. Sawin, and Samuel J. Stoesz, *All for Jesus*. Camp Hill, PA: Christian Publications, 1986, 2013.
- Pyles, Franklin and Lee Beach, *The Whole Gospel for the Whole World*. McMaster Ministry Studies Series. Eugene, OR: Pickwick, 2016.
- Reynolds, Lindsay. *Footprints: The Beginnings of The Christian and Missionary Alliance in Canada*. Toronto: Christian and Missionary Alliance in Canada, 1982.
- Reynolds, Lindsay. *Rebirth: The Redevelopment of The Christian and Missionary Alliance in Canada*. Toronto: Christian and Missionary Alliance in Canada, 1992.
- Stoesz, Samuel. *Sanctification: An Alliance Perspective*. Camp Hill: Christian Publications, 1992.
- Sung, Kee Ho. "The Doctrine of the Second Coming of Jesus Christ in the Writings of Albert B. Simpson with Special Reference to his Premillennialism," PhD diss., Drew University, 1990.
- Travis, Drake. *Christ, Our Healer Today: The Ministry of Healing in The Christian and Missionary Alliance*. Camp Hill, PA: Christian Publications, 1996.