

Course ID:	Course Title:	Fall 2022
CH 610/TH 640	Alliance History and Thought	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Rev. Christopher Smith B.Th, M.Div	First Day of Classes:	Tues. Sept. 13
Days:	Tuesdays	Email:	christopher.smith@ambrose.edu	Last Day to Add/Drop:	Sun. Sept. 18
Time:	6:30-9:30pm	Phone:	204-888-1887	Last Day to Withdraw:	Mon. Nov. 21
Room:	N/A	Office:	N/A		
		Office Hours:	Wednesdays 9:00am-12:00pm Central Time by Appointment	Last Day to Apply for Extension:	Tuesday Nov. 29

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

A survey of the origins of The Alliance Canada in its social, cultural, and theological contexts. The course also examines and evaluates various continuities and changes in The Alliance Canada thought and practice.

Further Course Information

This is a denominational history course. Its task is to orient lay people and people training for vocational ministry within the Alliance to the spiritual, theological, and pastoral resources of our denominational heritage. As a heritage is meant to inspire and inform a movement, rather than a monument, emphasis will be placed on how denominational history, theology, and culture shapes the present expression of the Alliance in Canada.

When understood in this way, Alliance history and thought is more than something to be grasped and understood, it is something to be lived and experienced. It is who we are, what we teach and preach, and how we live our commitments. We are Alliance because this tradition, expressed by Albert B. Simpson as the Fourfold Gospel, has continually witnessed to the fact that Christ's work has implications for us right now in each of our unique ministry contexts.

Expected Learning Outcomes

1. *Nurture theological depth & breadth: To know what you believe and why it matters*
Students will understand the theological, spiritual, and pastoral approaches of the Christian and Missionary Alliance and its relations to the broader Christian tradition.
2. *Cultivate a heart after God: To know God - Father, Son & Holy Spirit - and to love as God loves*
Students will engage with the spiritual resources of the Alliance tradition and explore the contribution of the tradition in inspiring a life of communion with God and love of neighbour.
3. *Foster vocational clarity & effectiveness: To know who you are and what you are to do*
Students will evaluate the pastoral resources of the Alliance tradition as a source of empowerment to serve effectively in the place where they are called and to understand how their present ministry is an extension and an evolution of our shared history as the Alliance.
4. *Inspire redemptive action: To know God's mission and to live it fully*
Students will be invited to integrate the resources of the Alliance tradition into a life of ministry engaging wholeheartedly wherever God leads them.

Required and Recommended Textbooks and Readings

1. Kenneth L. Draper, "Readings in Alliance History and Thought," (Ambrose, 2009).
2. David Jones, A.B. *The Unlikely Founder of a Global Movement*, (The Christian and Missionary Alliance, 2019).
3. Other selected short readings as assigned and posted in Moodle
4. A.B. Simpson, *The Fourfold Gospel*, (Camp Hill [PA]: Christian Publications, 1984).

Proposed Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Pre-Class Readings</u>	<u>Assignments Due</u>
September 13	Course introduction		
	Simpson Biography Part 1	2.1	
September 20	Simpson Biography Part 2	2.2-2.5	
	Simpson Biography Part 3		
September 27	The Founding of the Alliance	4.1-4.3	Simpson Biography Paper due
	The Work of the early Alliance	5.1-5.2	
October 4	From Movement to Denomination: The Alliance at the beginning of the 20 th Century	6.1-6.2	
	The Alliance and Missions <i>Guest: Damien Lee</i>	7.1-7.3, "Is Modern Missions Colonialism All Over Again?"	
October 11	The Fourfold Gospel (Part 1)	The Fourfold Gospel, pp. 1-18 8.1	
	The Fourfold Gospel (Part 2)	Simpson: " <i>Himself</i> "	
October 18	No Class		Comparative Book Review (1) due
October 25	Sanctification Part 1	The Fourfold Gospel, pp. 19-32	

		9.1 - 9.4.	
	Sanctification Part 2	10.1-10.3	
November 1	Healing	The Fourfold Gospel, pp. 33-46 11.1 - 11.4.	SoF Papers Due
	The Coming King	The Fourfold Gospel, pp. 47-64 13.1 - 13.2.	
November 8	Reading Week: No Classes		
November 15	Class Presentations Statement of Faith Project		
November 22	Eschatology and Missions	14.1-14.2	
	Alliance Polity	15.1-15.6	Comparative book review (2) Due
November 29	Contemporary Issues in the Alliance: The Role of Women <i>Guest: TBA</i>	5.3, Watch Simpson Symposium with Alex Meek (Optional Reading: The Great Debate)	
	Contemporary Issues in the Alliance: Multiculturalism <i>Guest: Joe Chan</i>		
December 6	Contemporary Issues in the Alliance: Indigenous Canadians and Reconciliation <i>Guest: Howard Jolly</i>		Local Church History Project due
	An inherited legacy, and an unfinished task: Being the Alliance in the 21 st Century		

Requirements:

1. Pre-Class Readings

- Students will be responsible for completing assigned readings according to the schedule outlined in the syllabus. Students will also be expected to provide an informal summary of one assigned reading during the appropriate class block during the semester, this reading will be assigned by the instructor in the second week of classes.
- A list of completed required reading will be submitted to the instructor before the final day of classes.

2. Simpson Biography Paper

Read David Jones' biography of Simpson, *A.B.*, and write a critical review. Attention should be given to the way the author portrays Simpson in relation to the culture and character of the Alliance, the way the author portrays Simpson in relation to his 19th Century evangelical context and evaluate based on the portrait painted by the author whether A.B. Simpson would find a home in the Christian and Missionary Alliance (in Canada) of today and give reasoning for why or why not. *This paper should be approximately 2000 words in length and is due before the beginning of class on September 27.*

3. Statement of Faith Project

- a. Take one article of the Statement of Faith (assigned first week of class) and research it. Write a paper explaining the origins of this statement (using alliance historical resources), why it is important to the vision and culture of the Alliance, evaluating its scriptural justification (is it well-supported or not), critiquing whether it is still important today, and proposing an alternate rendering of that statement that clarifies its intention (or making an argument for its removal if so inclined). It is expected that students will interact with primary sources by Simpson as a part of this assignment. *This paper should be approximately 2000 words in length and is due before the beginning of class on November 1.*
- b. Prepare a concise 2-minute presentation in the form of a motion from the floor of General Assembly advocating for your amendments and prepare to defend your proposal against one or two rebuttals from the class. Afterwards a vote will be taken to see if your amendment passes. *Presentations will take place during class on November 15.*

4. Comparative Book Review

Each student will choose two of the three categories of texts in the bibliography that follows later in this syllabus. Each student will then prepare two critical and comparative book review that will focus on 1) the central and supporting theses of each book 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 each, noting both significant similarities and differences. *Each paper is expected to be no more than 1200 words in length and are due before the beginning of class on October 18 and November 22 respectively.* Given the length and nature of this assignment, concision, and precision will be necessary.

5. Local Church History Project

The research papers are meant to explore new areas of Alliance history. It is suggested that this paper focus on a local church history, either of the church you now attend or one you have been associated with in the past. The intention is to trace a direct lineage between the early Alliance work and the contemporary work of your chosen congregation. How and why was the church planted? Who were the key figures in the formation of the congregation? What notable works or workers have been part of the legacy of the congregation? How does the congregation today exhibit continuity or discontinuity with the Alliance's historical and contemporary vision(s)?

This project should be something that could be turned into a class or sermon(s) that could be taught in the chosen congregation to help the church understand her role in our larger family. Papers should include primary research. *This paper should be between 3500 and 4000 words and is due before the beginning of class on December 6.*

Evaluation:

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| 1. Readings/Class Participation | 10% |
| 2. Simpson Biography Paper | 15% |
| 3. Comparative Book Reviews | 15% |
| 4. Statement of Faith Assignment | 20% |

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.

Sipley, 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.

Submission of Assignments:

All assignments are to be submitted in **MS Word format** to the appropriate assignment drop in Moodle.

Please name your files as follows: **lastnamefirstname**title

Attendance:

Students are expected to attend all class sessions.

Expectation for those attending online

Keep your camera on to encourage interaction.

Headphones (preferred), built-in microphone, and web-camera in a well-lit and quiet room

You will need a stable high-speed internet connection.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+		1.30
	Minimal Pass: Limited Understanding of Subject	

D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

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.

Ambrose University Important Policies & Procedures:

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.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

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

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888