



AMBROSE  
SEMINARY

## CH 610 – Alliance History and Thought

Online  
Winter 2013

### Instructor Information

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### Course Description

A survey of the origins of The Christian and Missionary Alliance movement in its social/cultural context. The continuities and changes are then traced historically as The Alliance developed to the present. In this, an evaluation of Alliance “distinctives” will form a central theme.

### Long Description

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. To bring life to denominational history I have used the concept of "living tradition" as mode of both appropriating and critiquing this heritage.

When understood as a living tradition, Alliance history and thought is more than something to be read about in a textbook or studied for an exam. 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. It calls us to, and empowers us for holiness, it affirms God's interest in the physical as well as the spiritual and it points to the hope of our calling.

### Course Methodology

The life in this "living tradition" depends on a dialogue of the past with the present and assumes a critical commitment to the denominational values being explored. Thus the course is designed to include a high degree of dialogue among students, the instructor and the course material. This dialogue will be facilitated by the technological marvels of email and the World Wide Web. We will cover Alliance History and Thought together in eight modules over four months.

Five modules have been styled as "virtual classroom" modules because they require participation in discussion among students and with the instructor on important issues. Dates have been established to keep these discussions focused to benefit as much as possible from the questions and insights of others. Four of these will conclude with each student posting a "Position Paper" summarizing and interacting with the themes of module. The final module requires an "Action Plan" to be posted outlining some ways the material of the course can be integrated into your life and ministry.

The other three modules are styled "Independent study" modules and use a more traditional distance education method.

## Textbooks

The required textbooks are available online in electronic formats. The Simpson and Niklaus *et al* books may be available in hard copy through a local church library. There are many versions of the Fourfold Gospel available and any one will work. "Readings in Alliance History and Thought" is available in paper copy from the Ambrose bookstore.

## Required

1. Kenneth L. Draper, "Readings in Alliance History and Thought," (Ambrose, 2009).
2. Robert Niklaus, John Sawin and Samuel Stoesz, *All for Jesus*, (Camp Hill [PA]: Christian Publications, 1986).
3. AB Simpson, *The Fourfold Gospel*, (Camp Hill [PA]: Christian Publications, 1984).

## Recommended

1. The resources on the [Alliance Studies Resources](http://online.ambrose.edu/alliancestudies) (online.ambrose.edu/alliancestudies) page. There is a lot of good material here and this page will serve as a continuing resource in your exploration of Alliance living tradition.
2. Lindsay Reynolds, *Footprints: The Beginnings of the Christian and Missionary Alliance in Canada*, (Toronto: Christian and Missionary Alliance in Canada, 1982).
3. Lindsay Reynolds, *Rebirth: The Redevelopment of the Christian and Missionary Alliance in Canada*, (Willowdale: Christian and Missionary Alliance in Canada, 1992).

It is also recommended students purchase the books they choose to review (see Book Review Selections at the end of this syllabus).

## Expected Learning Outcomes

1. Students will be able to explain selected historical themes affecting the Christian and Missionary Alliance from the late nineteenth century to the present.
2. Students will have an interpretive grid for analysing the history of the Christian and Missionary Alliance through its central continuities and changes.
3. Students will be able to identify the Alliance distinctives which have shaped its historical and doctrinal experience. Particular attention will be paid to sanctification, healing, eschatology, and missions.
4. Students will have a broadened understanding of the work of the Christian and Missionary Alliance in Canada and throughout the world.

## Course Requirements

Participation			10%
Position Papers	see Assignments	5@5%	25%
Book Review	due February 20		15%
Local Church History Paper	due April 5		25%
Exam	April 23		25%

## Assignments

Each student is expected to be prepared for and to **participate** in "virtual" class discussions. Responding to questions raised in the lectures, to the comments and questions of your colleagues and offering your assessment of Position Papers will increase the value of the course for all participants and will form the basis for your participation mark.

A **Position Paper** is meant to be a carefully thought out and clearly written short essay which serves to summarize and yet take a position on the issues being addressed by the course. These are to be 500-700 words and will be part of the dialogue component of the course. Specific questions to help you focus your Paper will be provided in advance of the due date. Discussion on the issues is encouraged before the Papers are posted. Comments on the positions expressed by others are also encouraged. Your comments on the work of others also factors into the evaluation of this assignment.

Each student will write a critical **book review** assess four (4) books as listed under the Books Review Selections title in this syllabus.

Choose your books for review from one of the four subject areas designated. It is recommended that at least one of the books be from an early author and the other by a more recent author. This does not apply if you chose the "Contemporary Alliance Scholarship" category.

Reviews are to evaluate the degree to which

1. each book makes a contribution to Alliance thought and
2. together constitute a recognizable theological tradition.

Reviews are to be 2000-2500 words and are **due February 20, 2013**.

The research paper is meant to explore new areas of Alliance history. It is suggested that this focus on a local church history, either of the church you now attend or one you have been associated with in the past. Because this is an Alliance history class the church you write about must be an Alliance Church. Papers should be 3000-3500 words

**Papers are due April 5, 2013.** See instructions for writing a local history paper.

The **exam** is set for **April 23, 2013**. There will be two sections. Section one will require an essay focused on Alliance history. Section two will also require an essay dealing with some aspect of Alliance thought. In both sections there will be some choice.

## Book Review Selections

### Sanctification

[A.B. Simpson, \*A Larger Christian Life\*, \(Camp Hill \[PA\]: Christian Publications, 1988\).](#)

[A.B. Simpson, \*Wholly Sanctified\*, \(Camp Hill \[PA\]: Christian Publications, 1991\).](#)

[George P. Pardington, \*Crisis of the Deeper Life\*, \(Camp Hill \[PA\]: Christian Publications, 1991\).](#)

Samuel Stoesz, *Sanctification: an Alliance Distinctive*, (Camp Hill [PA]: Christian Publications, 1991).

Gordon T. Smith, *On the Way: A Guide to Christian Spirituality*, (Vancouver: Regent College Publishing, March 2005).

Gerald McGraw, *Launch Out: A Theology of Dynamic Sanctification*, (Camp Hill [PA]: Christian Publications, 2000).

### Healing

[A.B. Simpson, \*The Gospel of Healing\*, \(Camp Hill \[PA\]: Christian Publications, 1994\).](#)

[A.B. Simpson, \*The Lord for the Body\*, \(Camp Hill \[PA\]: Christian Publications, 1996\).](#)

Keith Bailey, *The Children's Bread*, (Harrisburg [PA]: Christian Publications, 1977).

Richard Siple, *Understanding Divine Healing*, (Camp Hill [PA]: Christian Publications, 1990).

Drake W. Travis, *Christ Our Healer Today*, (Camp Hill [PA]: Christian Publications, 1996).

David J. Smith, *How Can I Ask God for Physical Healing?* (Grand Rapids: Chosen Books, 2005).

### Missions

[A.B. Simpson, \*Missionary Messages\*, \(Camp Hill \[PA\]: Christian Publications, 1987\).](#)

[A.B. Simpson, \*The Challenge of Missions\*, \(New York: Christian Alliance Publishing Co., 1926\).](#)

[A.B. Simpson, \*Serving the King: Doing Ministry in Partnership with God\*, \(Camp Hill \[PA\]: Christian Publications, 1995\).](#)

[Sunder Krishnan, \*World Christians: Living on the Wavelength of the Great Commission\*, \(Burlington: Welch, 1989\).](#)

Robert S. Wick, *God's Invasion*, (Camp Hill [PA]: Christian Publications, 1990).

### Recent Scholarship in Alliance History and Thought

Jon Tal Murphee, *The Love Motive: A Practical Psychology of Sanctification*, (Camp Hill [PA]: Christian Publications, 1990).

Charles W. Nienkirchen, *A.B. Simpson and the Pentecostal Movement*, (Peabody [Mass]: Hendrickson, 1992).

Richard P. Gilbertson, *The Baptism of the Holy Spirit*, (Camp Hill [PA]: Christian Publications, 1993).

Samuel J. Stoesz, *The Glory of Christ in His Church*, (Camp Hill [PA]: Christian Publications, 1994).

Daniel J. Evearitt, *Body and Soul: Evangelism and the Social Concern of A.B. Simpson*, (Camp Hill [PA]: Christian Publications, 1994).

Paul L. King, *Genuine Gold: The Cautiously Charismatic Story of the Early Christian and Missionary Alliance*, (Tulsa [OK]: Word and Spirit Press, 2006).

Bernie A. Van De Walle, *The Heart Of The Gospel: A. B. Simpson, The Fourfold Gospel, And Late Nineteenth-century Evangelical Theology*, (Eugene, [OR]: Pickwick Publications, 2009).

## Important Notes

- Last day to enter course without permission and/or voluntarily withdraw from course without financial penalty: January 20, 2013.
- Last day to voluntarily withdraw from course or change to audit without academic penalty: March 22, 2013.
- See other important Academic dates: <https://www.ambrose.edu/document.doc?id=186>
- It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.
- Inclusive Language: Ensure that all written work employs inclusive language. Recent changes in our use of language and social sensibilities require that words indicating the male sex but referring to the whole of humanity, such as “man” or “he” be replaced by inclusive words such as “human” or “they.”
- The following grading system will be used for this course. A student's final grade in a course is recorded as a letter grade on the student's permanent record of marks. Each letter grade has a corresponding grade point value which is used to determine the number of quality points earned by the student for a given course. Quality points are used to compute the student's grade point average.

Grade	Grade Point	Percentage Equivalent	Description
A+	4.0	90-100	Superior performance showing comprehensive understanding of subject matter.
A	4.0	85-89	
A-	3.7	80-84	
B+	3.5	77-79	Clearly above-average performance with knowledge of subject matter complete.
B	3.0	73-76	
B-	2.7	70-72	
C+	2.5	67-69	Basic understanding of subject matter.
C	2.0	63-66	
C-	1.7	60-62	
D+	1.5	55-59	Marginal performance.
D	1.0	50-54	
F	0	<50	Unsatisfactory performance or failure to meet course requirements.

- All sources used in written assignments must be listed in a bibliography. All quotations and paraphrases from published material must be annotated by means of footnotes or endnotes. Plagiarism will not be tolerated, and is defined as the unattributed copying and presentation of another person's thoughts, writings and discoveries from another source—including purchased essay—as your own. This also includes close paraphrasing—

changing a few words from the sources. Plagiarism or cheating leads to disciplinary action such as failure in the course and/or dismissal from the University College.

- It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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).
- 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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."
- We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook 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.
- Students are advised to retain this syllabus for their records.
- Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.
- Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. 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.

- 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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.
- Academic dishonesty is taken seriously at Ambrose University College 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 give credit 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 Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook 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.